

MARCH
1961
Vol. LIX, No. 3



The CATHOLIC EDUCATIONAL Review

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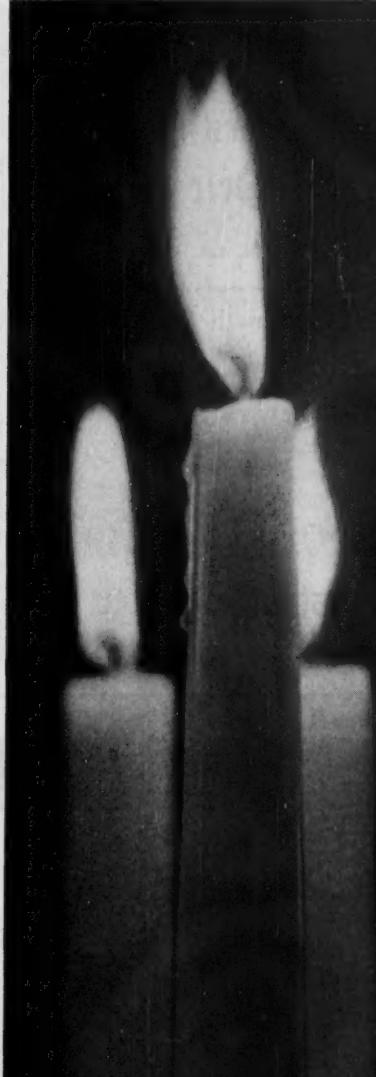
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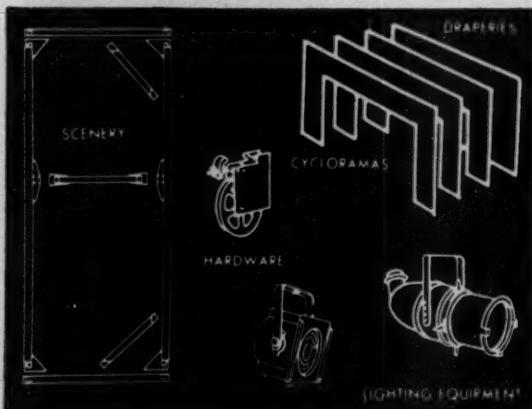
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LOOKING BACK FIFTY YEARS

By Rt. Rev. Msgr. Joseph A. Gorham*

IT IS A HALF CENTURY since the birth of *The Catholic Educational Review* and almost a full century since the birth of Rev. Dr. Thomas E. Shields, who did more than any one else to launch its publication in 1911 and who was its editor from the beginning until his death in 1921. Father Shields, as he was known and is remembered by his many students and friends, was the pioneer professional in American Catholic education. The REVIEW is but one of several Catholic educational publications which owe their existence to the fertile and farseeing mind of this farm boy from Minnesota, who, himself, was plagued by learning difficulties all his school days.¹ Nevertheless, confident that God had given him talent and trained on the farm to find joy in hard work, he persevered to be honored by ordination to the priesthood in the Archdiocese of St. Paul in 1891 and to be awarded a doctorate in biology and physiology by Johns Hopkins University in 1895.

THOMAS EDWARD SHIELDS

While attending Johns Hopkins, Father Shields became acquainted with several professors at The Catholic University of America, among them Dr. Edward A. Pace and Dr. Thomas J. Shahan, the latter to become rector of the University later on. Returning to the Archdiocese of St. Paul after completing his studies at Johns Hopkins, Father Shields taught biology in the new St. Paul Seminary, which had replaced the St. Thomas Aquinas Seminary. The interest of Dr. Pace and Dr. Shahan in his work was strong, however, and in 1902 Archbishop John Ireland of St. Paul was asked by the rector of The Catholic University of America to release Father Shields for work there. Beginning as an instructor in physiological psychology in the Department of Philosophy, Father Shields became in turn first head of the Department of Education and dean of the Catholic Sisters College, which he worked so hard to get established at the University.

Anxious always to produce instructional materials for use by teach-

* Rt. Rev. Joseph A. Gorham is editor-in-chief of the Review.

¹ Justine Ward, *Thomas Edward Shields* (New York: Charles Scribner's Sons, 1947), p. 8.

ers and pupils in Catholic schools, Father Shields started what he called the "Catholic Educational News Service," which was subscribed to by most of the Catholic weekly papers.² For *The Catholic University Bulletin*, from 1907 to 1910 he wrote a series of articles on the teaching of religion entitled "Notes on Education."³ When the teachers who read his articles complained that "their task in the classroom was well nigh impossible since there were no textbooks in existence based on these principles," he responded by preparing a series of textbooks for the Catholic elementary schools.⁴ Circumstances related to this last project forced him to establish the Catholic Education Press. The cost of having his textbooks published by commercial houses was too much for his means of support.

Advertising, agents and high profits were the obstacles, not the actual cost of production. The solution was simple: profits and the rest must be eliminated. He would publish the books himself and sell them at cost to the schools. Everything must be of the best: paper, pictures, binding—nothing shoddy. There was one small difficulty, of course: he had no capital with which to launch the project. . . . He would borrow, and as fast as one volume brought in returns, he would publish the next.⁵

Father Shields died February 15, 1921. He was buried in Mt. Olivet Cemetery, Washington, D.C., but later his body was transferred to the grounds of the Catholic Sisters College. On this occasion, the late Monsignor George Johnson, then editor of *The Catholic Educational Review* and a member of the Department of Education of the University, said of his friend: "He was a hundred years ahead of his time. That is why we are having so much trouble in keeping up with him."⁶

NEED FOR CATHOLIC PERIODICAL

At the beginning of the twentieth century the schools of the United States felt keenly the influence of the educational theories of Pestalozzi, Herbart, Froebel, and Spencer. In fact, their theories and principles, in some cases modified or extended, were being expounded

² *Ibid.*, p. 128.

³ "Thomas Edward Shields," *The Catholic Educational Review*, XIX (April, 1921), 220.

⁴ Ward, p. 136.

⁵ *Ibid.*, p. 166.

⁶ *Ibid.*, p. 282.

by the disciples of these men. Several of their more important disciples were: William James (1842-1910), who was called the "father of modern educational psychology"; G. Stanley Hall (1844-1924), a follower of Froebel; John Dewey (1859-1952), fundamentally another follower of Froebel, who left a great impression on American education through his philosophical and educational thinking; and Edward L. Thorndike (1874-1949), who is considered the founder of the statistical movement in American education. These were the men who promoted the modern theories of education, theories which

. . . make no mention of religion and express no concern for preparation for an eternal destiny. An analysis of the educational opinions of many of our prominent leaders in American education has revealed that they ignore God, the supernatural, the Ten Commandments, the eternal moral law, the soul, immortality—everything in fact which is above and beyond the empirical realm of existence.⁷

These theories and principles were communicated to the teachers in the schools through the media of periodicals and books. Teachers in Catholic schools and Catholics teaching in the public schools came into contact with this mass of literature. There were relatively few places where these teachers could get courses in educational philosophy under Catholic auspices. At this same time, though several attempts had been made to promote one, there was no successful Catholic periodical in the field of education. The need for a Catholic educational periodical to meet the challenge of the times is evidenced by the hundreds of letters of sincere expectation received by the founders when the projection of *The Catholic Educational Review* was announced.

PLANNING THE PROJECT

Perhaps no man understood this weakness in Catholic education better than Father Shields. In 1910, he wrote:

We feel that it is time that we had some organ that worthily defends the interests of Catholic education, both with our own people and with the country at large. As you know, the thought of the country is rapidly crystallizing in a direction that bodes no good to our Catholic institutions and we must do everything in our power to prevent this. . . .⁸

⁷ Patrick J. McCormick and Francis P. Cassidy, *History of Education* (Washington, D. C.: The Catholic Education Press, 1946), p. 584.

⁸ Letter to Very Rev. Thomas E. Murphy, December 9, 1910.

His project was received enthusiastically several times at meetings of the National Catholic Educational Association, though this group as a body took no immediate action to help him materially.

Before petitioning the rector of The Catholic University to have the University sponsor his projected periodical, Father Shields examined the venture from all angles. Writing to a friend in Boston in 1910, he said:

A great many things conspired to make Dr. Pace and myself rather suddenly resolve to publish a Catholic Educational Review. We had, of course, contemplated such a project before last June. In fact, for the last three or four years we had been quietly gauging the field and preparing for this undertaking, but we had intended to wait until Dr. Pace would be relieved from the onerous duties of editor of the Catholic Encyclopedia. I also hoped to get a little further with my text-book series before taking up this work. But many things conspired to make us realize that further delay would be unwise.

Of course, we were anxious about the financing of the enterprise. Religious communities throughout the whole country were asking for an educational review and urging me to take its publication. But the way was blocked by many failures. In the nineties Dr. Judge of Chicago began the publication of a Review of Catholic Pedagogy. It lived just one year. Mooker's Magazine lived two or three years. Last year some enterprising New Yorkers undertook the publication of Catholic School Work. I think that lived seven months, and perhaps it lived as long as it deserved to live. What was the trouble? These reviews appealed to the teaching communities and probably to them alone, and no magazine can live on the support which they usually give to anything of this kind. One copy of the magazine will suffice for two or three hundred sisters, so that four or five hundred copies will suffice for the whole country. The articles and the editorial work of these defunct magazines might well be improved upon and of course Dr. Pace and I do not lack the conceit which led to the conclusion that we could remedy this part of the trouble.

Monsignor Shahan, Dr. Pace and myself finally determined to supply whatever deficit might occur from running the magazine on a worthy scale for five years. And if at the end of that time we cannot make it self-supporting, we may either invite others to help us or we may lay down the burden where others have laid it down before us. However, who knows what we may think or do in five years hence?

The thing we are concerned with here is that we have determined to publish the magazine and to support it on a worthy scale. To this end we are bending every effort. . . .⁹

APPROVAL OF THE UNIVERSITY

On June 15, 1910, a letter petitioning the rector of the University, then Monsignor Thomas J. Shahan, to approve the project of an educational review was sent by Father Shields and Dr. Pace. The letter is rather long and need not be quoted in its entirety here. In it the authors outline their project and assure the rector ". . . we do not think the University should be asked to bear the financial responsibility."¹⁰

Monsignor Shahan graciously acknowledged the petition and gave the two priests permission to proceed with the project. During July and August of that year, a letter written by Monsignor Shahan introducing the publication and a prospectus of its contents written by Father Shields and Dr. Pace were sent out to the members of the Hierarchy, pastors, heads of religious communities, and lay teachers throughout the English speaking world. The prospectus was masterfully presented. It pointed up clearly the need at that time for the periodical and conveyed an assurance to readers that the new publication would meet that need. Among other things it stated:

In the selection of material, special attention will be given to the needs of our Catholic teachers. The Review aims to assist them by showing the connection between principle and practice, by bringing to their attention each improvement in method and by offering them standards of criticism which will enable them to discover what is of real value in the various educational theories and movements of our age.

The list of writers includes our foremost Catholic educators in universities and colleges, as well as contributors who are actually engaged in school work along elementary and secondary lines. It is hoped that by such an exchange of views the spirit of co-operation will be strengthened and the result will be mutual benefit.

To carry out these aims, it is proposed that the Review shall appear in ten issues yearly, of eighty (80) pages each. A careful estimate shows that this will require a subscription of at least 2,000 in order to defray the expenses of publi-

⁹ Letter to Mrs. Perkins, October 29, 1910.

¹⁰ Letter to Rt. Rev. Thomas Shahan, June 15, 1910.

cation and to offer a modest compensation to each writer. The initial expense is calculated at Three Dollars for each subscription; but it is reasonable to expect that, as the Review becomes more widely known, and the number of subscribers increases, the price will be proportionately reduced.¹¹

SUCCESS WITH SUBSCRIPTIONS

The campaign for subscriptions to the new periodical had been launched; Father Shields awaited the answer to his prayers. With great satisfaction, he reported 700 subscriptions in September, 1,700 in November, and in January, 1911, 3,000. Five thousand copies of the first issue, January, 1911, were printed; 2,000 of them were given away free for publicity purposes. In April, 1911, he was able to report to Frank Seaman, Inc., general advertising firm of New York, that there were 3,670 paid subscriptions and that the periodical was being bought in all forty-eight States, Alaska, Puerto Rico, the District of Columbia, Canada, Panama, Europe, and Australia. Subscriptions continued to grow throughout the lifetime of Father Shields, and in 1921, at the time of his death, their number is reported to have been approximately four thousand. After the death of Father Shields, the circulation of the magazine fell off sharply, dropping to 1,870 copies in 1930. During the depression of the thirties and the years of World War II, subscriptions never went much above nineteen hundred.

Of the many laymen who worked with Father Shields to promote circulation of and advertising in the REVIEW, no one dedicated himself to the task more than Mr. Vincent Shields, Father Shields' nephew, who served in several capacities in its business office from before World War I until December, 1947.

CONTENTS AND CONTRIBUTORS

Though in order to guarantee the success of his venture Father Shields had to spend a great deal of his time promoting subscriptions, he did not neglect assuring the acceptance of the REVIEW by its readers. He sought suggestions regarding its content from hundreds of people in the fields of Catholic and public education. These he

¹¹ "Prospectus," distributed in June, 1910.

examined carefully and weighed against the criteria he had set for his dream. In the fall of 1910, he wrote:

We have decided that the magazine should appear ten times a year and that each number should contain about one hundred pages. Our plans thus far will include in each number: (1) a survey of the field, (2) an article on the history of education from the Catholic standpoint, (3) an article on methods, (4) an article on some phase of school management or school policy by a pastor or a superintendent, (5) a paper by some teacher on some practical phase of school work, (6) a paper on some phase of philosophy or psychology of education, (7) a paper of an international character dealing with some phase of the struggle which is now taking place in the field of education throughout the world between materialism and religion, (8) a paper setting forth the contribution to the work of Catholic education in the United States by some teaching community or leading Catholic educational institution, (9) a discussion of practical difficulties and problems in the school room, (10) notes and news—this latter to contain brief accounts of anything worth while which has taken place in a constructive way in our parochial schools and higher institutions, (11) book notices and appreciations. In this last department our aim will be to set forth the character of books that should be in our school libraries and to warn our people against defects in books that are in the main wholesome and against books that are dangerous in character.¹²

Catholic school teachers were welcomed as contributors. In fact, one of the purposes of the REVIEW, according to Father Shields, was to help these teachers get into print. Writing to a religious superior who had ordered the members of his community to use pen names on articles they wrote, he said: ". . . the Catholic Educational Review is anxious to bring out the writers in our religious communities and consequently we do not like the *nom de plume*. . . . The Review aims at showing what can be done by teachers in our Catholic institutions; this aim is defeated, of course, when the real name is not signed."¹³

That the pages of the REVIEW were open from the beginning to contributors from the ranks of public school teachers is shown in Father Shields' letters to two educators in the New York City School System. To a Dr. Haaren who had submitted fifteen topics for consideration, he wrote:

¹² Letter to Fr. Joseph Tracy, October 21, 1910.

¹³ Letter to Fr. R. J. Schwickerath, October 25, 1910.

I think you would render us a great service by preparing for us as soon as is convenient to you your paper on the teaching of arithmetic and another on the teaching of history. Dr. Pace and I have gone over your list with great pleasure and feel that as time goes on we will call for every one of them, but we have no one else in view at present to handle the two subjects which I have indicated and we would like to have them appear at an early date so as to assure our readers in a practical way that special methods will be handled by competent men.¹⁴

To Dr. Gustave Straubmueller, associate superintendent of schools in New York City, he wrote: "We are about to bring out a Catholic Educational Review. . . . Dr. Haaren has led me to believe that you would consider writing an article for us on the treatment of defective or atypical children in the New York schools. Such an article would prove of great interest and value to our readers."¹⁵

Poetry has always had a hard time making the pages of the REVIEW. To one poetry writer soliciting space, Father Shields wrote: "I wish to thank you for your beautiful sonnet and for the sentiments which it embodies. We shall treasure it for our consolation, but at present we do not see our way to admitting poetry to our pages. Ours will not be the pleasant paths of literature, and the magazine must necessarily confine itself to professional subjects."¹⁶

REACTIONS OF READERS

By the end of the first week of January, 1911, the first issue of the REVIEW had reached its subscribers. Immediately, there were letters of congratulations. "The first number of the Review is admirable. It is filled with good reading that suggests a world of better things to come in the sphere of education. . . ."¹⁷ Another respondent commented on the simplicity of the REVIEW's style:

. . . Every article in it will be read with interest and profit by everyone. Even those incompetent teachers in New England's little red school houses will be able to understand it all, for the language used by all the writers is simple, pure Anglo-Saxon words for the greater part. There is no

¹⁴ Letter to Dr. Haaren, December 6, 1910.

¹⁵ Letter to Dr. Gustave Straubmueller, November 7, 1910.

¹⁶ Letter to Bro. Julian Ryan, December 8, 1910.

¹⁷ Letter from R. A. McEachen to Fr. Shields, January 9, 1911.

doubt, if we could conveniently do so, but simple language like this should be used in all our writings and even in public speaking for we do not know how limited may be the education of some of those into whose hands or ears they may find their way. . . .¹⁸

All reactions were not favorable. Here are the comments of two subscribers who were not satisfied with the first issue.

Kindly cancel my subscription to the Catholic Educational Review. Although in my humble estimation the various articles of the first number are very thorough and scholarly, and are written by the foremost educators of our country, it appears to be a guide for secondary and higher education rather than a help for our primary Catholic parochial schools. I wanted something to assist me in the proper management of my parochial school.¹⁹

I sent today my subscription to C.E.R. with a remark on the mechanical finish of the periodical. If the content is expected to be first class, the exterior ought to be accordingly. It ought to be at least clean cut to fit on the library shelf at once. But the copy I got is a "fright." The edges of the folds were partially gnawed, not enough to open. And by the time I had opened the folds with my knife, the desk looked like it was strewn with sawdust. Please, see to it that the Review gets a respectable appearance.²⁰

EDITORS AFTER SHIELDS

Following Father Shields, several priests, sisters, and laymen, prominent in Catholic education, served the REVIEW as editors or associate editors. Some of them have already gone to their eternal reward, including Most Rev. Patrick J. McCormick, former rector of the University; Rt. Rev. Msgr. George Johnson, for many years secretary general of the National Catholic Educational Association and director of the Department of Education of the National Catholic Welfare Conference; Rev. Felix M. Kirsch, O.F.M. Cap., well-known author and teacher; Rev. Michael J. McKeough, O. Praem., former dean of the Catholic Sisters College; and James E. Cummings, former assistant director of the Department of Education of N.C.W.C. Former editors and associate editors still living are Rev.

¹⁸ Letter from Fr. Rankin to Fr. Shields, January 12, 1911.

¹⁹ Letter from Fr. A. Bastian to Fr. Shields, January 20, 1911.

²⁰ Letter from Bro. Xavier, S.M., to Fr. Shields, January 7, 1911.

Francis P. Cassidy, retired professor of education at the University; Dr. Frank J. Drobka, presently assistant to the dean of the University's Graduate School of Arts and Sciences and a member of the Department of Education; Dr. Urban J. Fleege, currently head of the Department of Education at DePaul University; and Sister Mary Vernice, S.N.D., for many years in charge of elementary education at the University and now principal of Notre Dame Academy, Los Angeles. The present editor, Rt. Rev. Msgr. Joseph A. Gorham, was appointed in January, 1950.

REVIVAL OF THE REVIEW

According to Father Shields' will, his financial interest in the REVIEW was left to the Catholic Sisters College of The Catholic University of America. Shortly after his death, others with interests in the REVIEW followed his example and turned their stock over to the college, so that by the end of 1921 the college owned all but twenty shares of the stock. Vincent Shields was succeeded as managing editor in December, 1947, by Rt. Rev. James A. Magner, procurator of the University and of the Catholic Sisters College. Mr. Shields continues, as a member of the staff of the Catholic Education Press, to be an adviser in the business management of the REVIEW. The general administration of the REVIEW was transferred to the University proper in 1948, when adjustments were made by the trustees of the University in the corporate relationship of the Catholic Sisters College to the University. Assisting Monsignor Magner in the business management of the REVIEW since 1947 has been Joseph Nizelski, upon whose shoulders fall the tasks of seeking advertisers and new subscribers.

Father Shields' hopes for the REVIEW were revived by the response to subscription campaigns in the fifties. From less than two thousand in 1949, the number of paid subscriptions rose to 4,675 in 1960. There is every indication that interest in its golden jubilee will carry the REVIEW's subscriptions well over five thousand by June of this year. For this we are deeply grateful to our faithful readers. The Catholic Press Association honored the Review with gold medals for excellence in 1953 and 1955. Our commitment, as we look toward our centenary, is to be always deserving of the mark of excellence in Catholic educational journalism.

READ ANY GOOD TERM PAPERS LATELY?

by Philip Gleason*

ONE OF JAMES THURBER'S most amusing short stories is called "What a Lovely Generalization." It describes the delights of the man who makes a hobby of collecting the sort of casually sweeping generalizations we toss off in conversation with no regard for the rules of evidence or logic. Two of the better specimens were: "Intellectual women dress funny," and "Peach ice cream is never as good as you think it's going to be."¹ Almost any history teacher, if only he had Thurber's comic gifts, would be in a position to do an equally amusing companion piece, which might be called "What a Lovely Misconception"; for it is a rare set of examination papers that does not turn up some grotesque misconceptions, factual errors, or mistakes in word usage.

EXCUSABLE ERRORS IN EXAMINATIONS

My particular favorite in this chamber of academic horrors appeared several years ago in an examination paper in European history. "Pope Urban II," declared one student, "lunched the first Crusade." Only after reading such a revelation can one fully appreciate the extravagance of the medieval Papacy. It suggests, too, why the medieval period has been called the Dark Ages. But if an extraordinary darkness still shrouds the Middle Ages, at least in the minds of some students, other historical periods contribute their own special confusions. One exam paper characterized the domestic policy of the later emperors as "feeding the Roman people a diet of soft-soap and circuses," and another student credited Balboa with the discovery of the Panama Canal.

Sometimes these slips can be explained simply as the result of haste. The student has no time to go back and check for spelling errors; or, rushing to complete an answer before time runs out, he gropes unsuccessfully for a fitting illustration or metaphor and comes up

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¹ James Thurber, *Thurber Country* (New York: Simon and Schuster, Inc., 1953), pp. 52-57.

with one that is incongruous if not inaccurate. ("The business press turned on President Jackson with all the venom of a cornered tiger.") Errors of this sort are understandable, if not wholly pardonable, in an examination. But term papers are—or should be—a different matter. Here the student can take all the time he needs for polishing and perfecting his paper. Even so, it is not unusual for the final product to exhibit the factual mistakes, grammatical blunders, and confusions of thought that characterize so many examination papers.

This is hardly news. It has become a commonplace criticism—voiced most recently by Professor Willard Thorp of Princeton—that the average undergraduate is almost pitifully incapable of writing a paper that meets the minimum requirements for clarity, good organization, and grammatical accuracy. There are, of course, exceptions; but it is the rare student who can produce a composition which combines with these qualities the slightest felicity of expression, or the most rudimentary command of the techniques of historical scholarship.

But lamentations are not very useful! Nor is it much more helpful to the teacher to be presented with a generalized statement of the student's weaknesses in historical composition. If the teacher is to attempt remedial action, he must know more precisely what the students are doing that is wrong, so that he can devise methods to meet specific difficulties. My reading, within the last few months, of a number of term papers in American history suggested several of these specific weaknesses; without assuming any special competence in historical-literary criticism, I would like to pass along these observations for whatever they may be worth.

MEANING DISTORTED BY BAD GRAMMAR

In the first place, there seems to be a basic misunderstanding by many students of the relationship between grammar and good writing. Somehow or other, they have picked up the disastrous notion that grammar is nothing but a meaningless formality, a set of rules that must be mastered to satisfy English teachers but which may be safely forgotten in all other classes. Often they express astonishment, or petulant resentment, that a history teacher should deduct points for grammatical errors in a term paper—history is one thing and English composition another! They apparently fail to see that grammar is in any way connected with meaning; consequently they do not

see that grammatical errors distort meaning, or that an error in grammar can make nonsense of a sentence even though all the historical facts in the sentence are correct.

One student, for example, who had done a paper about the comparative merits of keelboats and flatboats, felt he had been treated unjustly when his grade was lowered because he violated the grammatical rule that pronouns and their antecedents must be kept in order. The pronoun-antecedent business seemed to him a piddling technicality that had nothing to do with the quality of his paper as a piece of historical research; in fact, his failure to observe the rule made gibberish of his whole conclusion, for in the final paragraph of evaluation he referred indiscriminately to both flatboats and keelboats as "it," without making clear which type of boat was meant. This sort of thing indicates that the history teacher would do well to emphasize in advance that grammar cannot be disregarded in writing term papers.

UNWILLINGNESS TO PROOFREAD

Secondly, few students seem to appreciate the necessity of writing a preliminary draft, or at least a careful outline, of their papers before submitting them. As a result, papers are almost always raw and unpolished, and frequently they exhibit serious structural flaws. One recent specimen discussed on the third page a certain aspect of the topic which had already been treated on the first page; furthermore, the interpretation advanced on the third page differed radically from that given earlier in the paper. There is no excuse for this. The student should either have rewritten his paper completely, putting all his ideas on the matter in one place; or, he should simply have forgotten his second thoughts on that particular point and allowed the original interpretation to stand unencumbered by subsequent glosses. A preliminary draft, or a good outline, if it did not wholly eliminate such problems in organization, would at least pinpoint them and bring them to the attention of the student.

But unless they are required to do so, there is little likelihood that the students will go to the trouble of a preliminary draft, or bother very much about an outline. Indeed, the results reveal all too clearly that they are unwilling even to proofread the single draft they do write. The average term paper positively bristles with the most obvious errors of spelling, punctuation, and grammar. Many times

these are merely typographical errors; but the point is that most students make no effort to correct the mistakes before handing in their papers. It is not unheard of for the student to misspell his own name on the title page, and other slips can create more serious confusion—for example, writing “trail” for “trial,” and leaving the reader to guess which is intended. This sort of slipshod carelessness is distressing in any paper, but it is especially to be deplored in a history term paper, from the preparation of which the student should learn, among other things, thoroughness and solicitude for exactness of detail.

Careful proofreading, a word of guidance from the teacher, and rewriting where necessary, could eliminate several other irritating defects. One of these is the use of student slang. In examination papers this practice is so widespread that it reaches the proportions of a genuine abomination, but it occurs frequently in term papers as well; and here the student does not have the excuse that he is working against the clock. When the writing is not rushed, only laziness or the absence of taste can account for the presence of this particularly jade variety of slang. Striving, perhaps, to enliven his paper, but unwilling to search for the really fitting word or phrase, the student dishes up instead a bit of spice that has been chewed and rechewed so often that it has lost all part of its original tang. “We might say that Hamilton was really gung ho on the subject of a national bank.” “Emerson was all shook up when he heard about the new fugitive slave law.” This sort of thing is almost sufficient in itself to justify a failing grade.

Inconsistencies in the use of the past and present tenses might also be caught by a good job of proofreading. In describing past events, students often vacillate unsteadily between the past tense and the “historical present tense.” Ordinarily this is not too serious a defect, but it could easily be avoided if the students were cautioned against it; and in my opinion, they should be advised not to use the historical present tense deliberately. It is hard to handle, and even if used correctly, too much of it becomes annoying: the reader almost gets the impression that he is listening to the breathless narration of a third-rate Lowell Thomas.

Mistakes in word usage constitute a more serious deficiency which might be improved by proofreading, or, even better, by the writing of a second draft. Such mistakes in word usage abounded in a recent

set of papers. One student wrote "determinism" where "determination" was obviously the word he wanted; another used the word "perfectionist" to describe a man who, according to the writer, thought he was perfect; a third confused "surmise" and "summarize." The fundamental problem is, of course, that too often the student simply does not know the meaning of the words he writes. Dictionaries were designed to meet just this difficulty, but if a student is unaware he is misusing a word he is unlikely to look it up. Furthermore, the abundance of spelling errors indicates that the student who has formed the habit of consulting the dictionary is a rare bird indeed. Admonitions to be respectful of words and careful in their application seem to be the teacher's only tactic here.

CONFUSION AND AMBIGUITY

It is even harder to suggest a remedy for the most serious weaknesses of all—those which result from confusion of thought or ambiguity of expression. The following examples illustrates either ambiguity or confusion, or perhaps both; they are taken from a series of papers on Aaron Burr.

(1) "Burr lacked the spark of instilled confidence." Does this mean that Burr lacked self-confidence? Or is there some other object of Burr's instilled confidence which is lacking? Does it mean that Burr cannot instill confidence in others? Does the writer himself know what it means?

(2) "Although Burr seems more capable of the rather extreme senses, he also demonstrated a very humble and dedicated self." What are we to make of the word "senses"? Can "extreme senses" and "dedicated self" be validly contrasted? Did the writer know what he meant, while failing to make it clear; or did he just have a fuzzy notion which he put into fuzzy form?

(3) "Hamilton answered [Burr's challenge] with a letter of pacification to Burr's demands, trying to show his explanation of one of necessary politicol [sic] paraphenalia [sic], this harshness." There is no difficulty in deciding about this specimen: it is pure incoherence! Thought in its most inchoate form has been allowed to assume the shape of writing and stand for all the ages as a monument to the muddy processes of intelligence in the mind of one student.

WHERE LIES THE CAUSE?

The third is, to be sure, a rather extreme example; but it is not unrepresentative of the formless literary lava that flows in such copious measure from the pens of too many students. What accounts for this departure from ordinary sanity and sense? Several thoughts suggest themselves as tentative partial explanations. One factor is surely the deplorable lack of respect for words that has already been touched upon. Any old word that seems to approximate the thought to be conveyed is good enough for some students; nuances, overtones and connotative richness are never considered, if indeed they are even known to exist; and sometimes it is more luck than design if a sentence actually says what its author thinks it says. A student who would not dream of substituting one number for another in a mathematical or statistical problem, or of regarding chemical symbols as interchangeable, throws precision to the winds when it comes to language. Words, the student seems to feel, are just not that important. This poisonous idea is certainly reinforced by the way language is tortured and abused by newspapers, advertising copy writers, and the practitioners of various kinds of gobbledegook—sociological and educational, as well as governmental. A slovenly disregard for words and their meanings is part of our culture, and this makes the teacher's task more difficult; but until we have instilled in our students a greater reverence for language, meaning, and the connotative resonances peculiar to individual words, we will continue to receive confused and ambiguous term papers.

Another factor contributing to confusion and ambiguity is the fact that many students apparently identify simplicity with simple-mindedness. Their feeling seems to be that if a statement is simple, direct, and easy to understand, it cannot be very important; in other words, complexity is confounded with profundity. Like some more scholarly productions the term paper often gives the impression that the writer has deliberately eschewed the plain, straightforward statement and, in a misguided effort to be searching and original, has strained every nerve to say the obvious in an unexpected or highfalutin way. The result is needless complication and verbosity which would be unattractive even if it were intelligible; and, given the average undergraduate's inability to handle the language, it is frequently not intelligible. If students could only be persuaded to follow the rule, "Say what you have to say in the simplest and most

direct possible language," an enormous gain in the quality of written work would result.

But the fundamental problem in confused and ambiguous writing is confused and ambiguous thinking. Either stupidity or laziness can account for muddled thinking, and I suspect that laziness is more often responsible than stupidity. It is hard work to formulate, to clarify, and to organize one's thoughts on any subject, historical or otherwise. This painful fact is inevitably brought home to us as soon as we attempt to put our thoughts on paper; the taxing and frustrating effort to make our ideas clear to others reveals that our ideas are not very clear in our own minds. Until we try to express them, we hardly know our own thoughts; in a sense, we have not been thinking at all; and since writing is a more fixed and final mode of expression than speech, it requires greater effort to write than to speak. All this the student discovers when he begins to write; and, unless he has been disciplined in thinking and writing, he is likely to decide that it is just too much work. He puts down his immediate thoughts on the subject; they are not very clear and neither is his presentation of them, but it would be so hard to make everything clear, to make it more exact—"Oh well, what's the difference? It's good enough. Let it go!" And that's what happens. Just so a term paper is handed in, that is all that matters; a term paper fulfills the assignment, never mind how shoddily. This is nothing but sloth, and it is infinitely more reprehensible than earnest stupidity; but some students will persist in it as long as they can get away with it.

There are many other weaknesses arising from the more distinctively historical aspects of the term paper—errors in documentation, interpretation, and the use of sources—which cannot be explored here. It might be remarked in passing, however, that many of these deficiencies stem from the same causes as the mistakes already mentioned: the failure to write a preliminary draft, or proofread, and the unwillingness to take pains and be precise. But the great problem is that students cannot write at all; not that they cannot write history. For this reason, the history teacher must be conscious of the fact that, in respect to term papers, an essential part of his task is to supplement the work of the English teacher. And the simplest and most effective way he can do this is by setting high standards for his students, and demanding that those standards are met.

WHY DEVELOPMENT PROGRAMS FOR CATHOLIC COLLEGES?

By Rev. Edward V. Stanford, O.S.A.*

HIGHER EDUCATION TODAY is the object of greater concern on the part of all segments of the general public than ever before. One evidence for this, is the favorable climate of opinion toward voluntary giving to colleges and universities whether privately or publicly controlled. This fortunate situation is the result of a combination of circumstances, some fortuitous, others promoted directly by human agencies. Although we need not explore at length the reasons for this, some reference to the factors involved will be helpful. We are concerned in this paper with this unprecedented climate of opinion as it applies chiefly to privately supported colleges.

Paradoxically enough, World War II, which in its beginning threatened the closing of many privately supported colleges, at its ending gave the initial impetus to the rapid expansion of these colleges. The mass Federal scholarships for returning military personnel not only filled the colleges but created a shortage of facilities. This was met in part by the Federal Government making available for transfer to college campuses a great number of surplus buildings and equipment.

Even when GI students petered out there was no let-up in the need for additional and permanent facilities for higher education. Population growth, the rapidly rising percentage of high school graduates seeking admission to college, the general conviction that a college education is more necessary than ever to keep up with the unparalleled scientific advances in a highly mechanized society—all these have conspired to create an ever increasing demand for higher education.

GOOD PUBLIC RELATIONS

Expert public relation activities have dramatized this situation.¹

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¹The writer feels that a great share of the credit for the present favorable climate of opinion is due to the Council for Financial Aid to Education, Inc., the American Alumni Council, the American College Public Relations Association, and the various groups and agencies that have co-operated with them, such as the Advertising Council, the N. W. Ayer Company, and others.

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The general public has been alerted to the needs of higher education. The various segments of the public have been convinced of their respective obligations in support of higher education. As a consequence, Federal and State legislators and agencies are now making available yearly to colleges and universities, many millions of dollars through loans, grants, and various contractual relations. We can add to this millions of dollars in direct government aid to students through loans, grants, and scholarships.

Voluntary giving from private sources has also increased by leaps and bounds. Annual alumni contributions to colleges have already passed the two hundred million dollar mark. Corporations in business and industry are rapidly approaching the two hundred million mark in annual contributions to colleges. Add to this foundation gifts, individual donors among the wealthy and not so wealthy, among the parents of students who contribute over and above the substantial amounts charged for education, and you have some idea of the ferment that is at work. In 1959 it is calculated that voluntary contributions from private sources alone amounted to more than six hundred million dollars. By 1970 it is estimated that voluntary contributions from all sources will have reached an annual total of almost two billion dollars.

ALL COLLEGES CAN BENEFIT

However, this is not a largess which comes to colleges and universities willy-nilly. They must work for it, and work for it in a way that is purposeful, systematic and well co-ordinated. All the evidence indicates that every college, no matter how small, no matter where situated, and no matter under what auspices it may be conducted, can successfully obtain needed support if it is doing a good educational job and if it will get organized properly and go to work. But only the institutions that are alert, that are willing to profit by the experience of others, and that are willing to pay the price for efficient organization, will succeed in obtaining a proper share of the support that is available. This kind of organized activity is usually carried on under the name, "Development Program."

WHAT IS A DEVELOPMENT PROGRAM?

The term, "development program," has come to designate today a whole new area of college and university administration. It embraces

at least three basic activities: alumni and alumnae affairs; public relations and publicity; and fund-raising of every type. These activities are not new in themselves, but their co-ordination and the new techniques used are comparatively recent.

To head up this new area of college administration there is required an administrator who has the imagination and the ability to get a development program off the ground and to keep it moving. Several different titles have been given to this official. "Director of Development" is the most expressive, if not the most common. Some institutions have designated this administrator as "Vice President for Development." This is presumed to give the one in charge of development greater prestige both within and without the institution.

There are good reasons for not having more than one vice president in a college of moderate size. Where the only vice president is in charge of development, it seems to me that a lopsided situation is created. If there is to be only one vice president, it would seem that this one should either be without portfolio or else combined with the academic dean who is normally thought of as second in command to the president.

In a Catholic college, it seems to me, the title of vice president is not so important when the director of development happens to be a priest, religious brother or sister because the title would not add appreciably to their prestige. With a layman in charge the title would be more important. But far more important than title, the one who heads the development program must be truly in all the inner councils of the college. He must be fully informed of all the hopes, plans, problems, and vicissitudes of the college and, preferably, should sit in on the meetings and discussions of all top-level boards and committees.

PROGRAM FOR CATHOLIC COLLEGES

Granting that there is a very favorable climate for voluntary giving, how does a Catholic college go about participating in this largess? Are there problems in organizing for fund-raising in a Catholic college that differ significantly from those of other colleges?

In general a Catholic college must go about the job of fund-raising by following essentially the pattern that other colleges have found successful. Up to a point only, and then accidentally, will it happen

that the job of organizing for fund-raising in a Catholic college may differ from that of other colleges. These differences, though fundamental and important, are of a housekeeping nature and are to be met with chiefly in the beginning. We shall treat of these first.

Before a college—any college—sets out to tap the various sources of voluntary giving, it must put its own house in order, give careful thought to its purposes, and determine precisely where it wants to go and what are to be its short-term and long-term objectives. In setting its own house in order, a Catholic college may confront the following problems which are peculiarly its own.

PROBLEMS TO BE MET

A Catholic college may find that it does not have its own distinctive legal charter. It may be operating under an enabling amendment to a charter which incorporates the religious community for various types of charitable and educational works. In this instance the college should consider the proper legal steps to obtain a separate charter, otherwise it will be very difficult to appeal for funds for the college as a separate entity.

A Catholic college may find that it does not have its own board of trustees, even when it does have its own charter. The board of trustees may be comprised, ex-officio, of a major superior and council members who may have many other interests and activities, who may be quite distant from the college and may meet rarely at irregular intervals. Obviously, a college should have a functional board of trustees and if the major superior and council cannot render this service, some other arrangement is called for.²

A Catholic college may find that its president is so burdened with the additional duties of a religious superior that there is little time for attention to fund-raising activities. Or the college may find that it has a president who, though freed from the responsibilities of a religious superior, is, in many respects, only a president in name. It may be that many of the customary functions of a college president have been denied to this president and are retained by a major religious superior or even exercised by a local religious superior. Again it may be that the college president, while nominally possessing all

²Edward V. Stanford, O.S.A., "A Functional Board of Trustees for the Catholic College," *The Catholic Educational Review*, LIX (February, 1961), 102-107.

the usual functions of a college president, lacks reasonable freedom of action because strait-jacketed by ancient and outmoded taboos. Obviously, if a college which has such restrictions is to be set in order, the initiative must rest with the major religious superior.³

A Catholic college may find that its financial reports are not truly comparable to the reports of other colleges because its accounting procedures do not take proper account of contributed services⁴ and do not carefully separate strictly Community income and expenses from college income and expenses.⁵ The remedy for this is not difficult to find with the help of a knowledgeable accountant and a separate Community checking fund. It is of even greater importance that the finances of the college be not mixed up with that of the Religious Province which sponsors the college. This can happen when the Province has assumed the debt of the college and directly makes principal and interest payments without arranging matters so that the transactions may be properly reflected on the account books of the college. Again, it can happen that the Province may hold title to property or facilities actually used by the college, but which have not been formally turned over to the college so that the value of these assets may appear on the college books. All these matters must be straightened out before the college can have a truly comparable financial report.

PUBLIC FINANCIAL STATEMENTS

Having set its financial reports in order, the college must be prepared to make public financial statements consisting, at least, of a consolidated balance sheet of assets and liabilities for the last fiscal year and also a summary statement of income and expenditures for the same fiscal year. This publishing of a financial report will involve breaking with the traditional family secrecy of religious orders. Some officials of religious orders act like the parents who conceal from their neighbors and even from their teenage children information about mortgage debts on the home and other financial stringencies.

³ Edward V. Stanford, O.S.A., "College President and Religious Superior," *The Catholic Educational Review*, LVIII (December, 1960), 609-613.

⁴ Edward V. Stanford, O.S.A., "Evaluating and Reporting Contributed Services," *The Catholic Educational Review*, LVIII (November, 1960), 552-554.

⁵ Edward V. Stanford, O.S.A., "Using Financial Reports of Catholic Colleges," *The Catholic Educational Review*, LIX (January, 1961), 24-26.

cies. If a college conducted by religious is to embark on a modern "development program," it cannot expect to keep its financial affairs from its friends and neighbors, and much less from its religious and lay faculty members.

With the college house set reasonably in order, the procedure to be followed by a Catholic college in organizing and setting in motion a development and fund-raising program does not differ essentially from that of other colleges, especially those having approximately the same enrollment. There is plenty of explanatory literature available.⁶ I make no attempt to add to it. Merely to round out this article, I will deal briefly with two further preliminary steps which must be undertaken before a development program can get seriously underway.

INVOLVES EVERYONE

A genuine development program must involve everyone connected with the college if it is to succeed. The members of the board of trustees, who have a particular responsibility in raising funds for operational and capital purposes, have special reason to be interested in a development program. As trustees they must show initiative not only in setting up the program, but in helping to get it off the ground and to keep it moving. They must have enthusiasm and communicate their enthusiasm to others.

Practically speaking, the president of the college will have to be the spark plug both in getting the program started and keeping it going. However, the board of trustees must authorize the setting up of the program, establish the immediate and long range goals, approve the budget, and appoint or authorize a director.

Next to the board of trustees, the auxiliary or associate board has a primary stake in the development program and should be in on all planning from the beginning. This board should be picked with a development program in mind because much of the high level work will depend on the committees and members of this board.

Last but not least, all the administrative officers, the members of the faculty, the non-academic staff, the students and the alumni must all be involved. Every practicable means must be used to

⁶See, Leo C. Muller, *Selected Bibliography on College Public Relations and Development* (Washington, D.C.: American College Public Relations Association, June, 1960).

arouse their interest and to enlist their whole-hearted and continuing support. In fact no one who has any part to play in the operation of the college, be it ever so humble and obscure, can be overlooked.

From this close and intimate co-operation of trustees, administration and faculty must come a clear statement of objectives and decisions as to where the college wants to be five, ten or twenty years in the future. An enrollment goal must be set, a statement of realistic needs must be prepared and spelled out with reasons set forth. Lastly, there must be agreement as to the priority to be observed in the fulfillment of needs.

PROVIDE MEANS AND A ROAD MAP

Next an adequate budget must be provided. No fixed amount can be recommended. Those with experience estimate that it costs at least 10 to 15 cents for each dollar raised. Presumably the cost will be much higher until a program is well established. One must be prepared for the fact that it costs money to raise even voluntary gift money.

A competent person on a full-time basis must be found to direct the program, otherwise it might be better to drop the idea. A proper office set-up is important in a prominent place on the campus, with adjoining space for the related activities of alumni, public relations publicity, and fund-raising.

Finally, one must get out the road map. Tackle first those tasks which are closest at hand—alumni annual giving, parent and student efforts, for example. Then there are the activities where trustees and associate board members must help, solicitations from business and industrial corporations and the like. Finally, there are the longer-range programs which deal with special gifts, wills, bequests and the like. These require careful preparation and patient cultivation on the part of many selected individuals.

There are many details about many aspects of a well-conceived development program that cannot even be touched upon here. There is much information about the special techniques that have been successfully employed in fund-raising which has not even been mentioned here. A wealth of literature and information is readily available, however, as has been mentioned. If I had to select only one source, my choice would be *Fund-Raising for Higher Education*, a brief and clear exposition of the ramifications of a Development

WHY DEVELOPMENT PROGRAMS FOR CATHOLIC COLLEGES? 169

Program, prepared by John A. Pollard of the Council for Financial Aid to Education, Inc., and published by Harper and Brothers, New York, 1958.

TIME IS SHORT

For those colleges which have been debating the wisdom of a development program, let it be said that time is running out. A continuous program of fund-raising has long since passed through the experimental stage. Results in the case of the many colleges which have undertaken development programs are regularly published for all to read. Moreover, those who have the know-how are apparently eager to share their knowledge and experience with other colleges. What reason can there be for further delay? Faint heart never won fair financial support!

The case has been summed up succinctly, if not completely, by one educator as follows: "Institutions which lag behind in their long-range planning efforts will soon find themselves out-distanced by competing colleges and universities which have developed more appealing programs to attract high quality students and financial support."

* * *

In 1960, outlays for new construction of public and private schools in the United States amounted to some \$3.5 billion, according to the 1961 edition of American School and University. The figure is expected to rise to \$3.65 billion or more this year.

* * *

Thirty-one Catholic institutions are among 157 desegregated colleges and universities in 15 southern and border States and the District of Columbia included in a listing prepared by the Southern Regional Council.

* * *

Among some hundred girls received into the Sisters of Charity of the Blessed Virgin Mary at Mount Carmel Convent, Dubuque, Iowa, in February, were a homecoming queen, a class valedictorian, a State speech winner, and several student council representatives and State and national award winners in publications contests.

* * *

The Society of Catholic College Teachers of Sacred Doctrine will meet in Boston, April 3 and 4.

APPLYING ETHICS IN HIGH SCHOOL TO CONTEMPORARY LIFE

By Sister Mary Ivan, I.H.M.*

IN THE ARCHDIOCESE OF DETROIT the first division of the tenth-grade religion course summarizes ethics and moral theology, with the objective that the pupils acquire background "to understand and apply basic moral principles." Among the topics treated in the first semester are law, human acts, temptation, happiness.

To emphasize the timelessness of the subject matter by connecting it with contemporary living, we decided, at Our Lady of Lourdes High School, to use current publications as supplementary material for some of the lessons. Not only would the religion period be brought into focus for these tenth-graders as up-to-date, but practice in normative judgment and decision-making would also furnish them with the body of ethical knowledge necessary for their later detailed study of the newspaper and the magazine in English class. Accordingly, the *Catholic Universe Bulletin*, the *Michigan Catholic*, two daily newspapers, a few recognized periodicals, several popular magazines soon comprised a section of our religion reference library.

IMPORTANCE OF LAWS

The first assignment—to devise a filler-page project picturing eternal law—sent students hurrying to these resources. From duplicate copies provided for cutting purposes, colorful, thoughtful choices illustrated atomic structure, the change of seasons, the laws of gravity obeyed in varying situations, and other basic built-in truths of our universe.

In their investigation of the natural moral law, the group turned to newspapers for appropriate articles. Here they found numerous accounts of murder and theft. The people involved, from every walk of life, and the flimsiness of their alibis and excuses impressed them with the fact that disregard of natural law is widespread.

Next they lined up the requirements for legitimate positive law and began a study of the three types. Learning that divine positive law is unchangeable, they immediately labeled false the reported

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rumors that Rome was softening its position on divorce in order to hasten Church unity.

Very interesting discussions were held on the subject of ecclesiastical positive law. Referring to back issues of magazines, students located and commented on items about the mitigation of Canadian fasting laws. In later classes they debated the morality of French soldiers fighting in Algeria under existing conditions and the right of the French hierarchy to protest against these disorders. The liveliest of all the discussions on ecclesiastical positive law grew out of the Puerto Rican bishops' pastoral on voting. The diocesan papers were most helpful in guiding them to correct interpretation.

The definition and need for civil positive law were almost self-evident as a result of previous study. Newspaper descriptions of civil law violations and what did or could have resulted merely stressed the necessity of this type of legislation.

An unexpected help to the study of law was the mission movie shown at the time. It pictured Catholic agencies aiding refugees from Communism and caring for abandoned babies. Just before we went to the auditorium, we were reminded of fire department regulations. Only a certain number would be present at each showing. The movable chairs were to remain a specified distance apart. Aisles and exits were to be free at all times. Thus, during the following religion period, we could talk about the common good, consider times when civil law is binding and when it is not and discuss moral relativism. "Since these people abandon their unwanted babies as a matter of course, does it follow that the natural law does not exist for them but only for some men?"

Discussion of unjust civil law developed with news of the Castro and Trujillo regimes and the seizure of Catholic schools in Ceylon. On the home front the class analyzed the Louisiana problem and the morality of the sit-in demonstrations.

HUMAN ACTS AND FREEDOM

Coming to the lesson on human acts, those performed with knowledge and free will, they spent profitable time studying the object, motive, and circumstances of typical actions. Driving a stolen car, driving a stolen car while intoxicated, driving carelessly, getting a divorce to marry a single person, and getting a divorce to marry the divorced head of a family were so usual as to become standard fare.

When examining the use of evil means to attain a good end, one girl found a strikingly different example. It involved a doctor, an opium addict, and his mother, both conscientious about paying the rent. If money ran short, a patient would be murdered and his belongings sold. When apprehended, the two led their prosecutors to a field in which six bodies lay buried. In another session a group commented on the ethics of a divorced movie star who married a divorced man so her children could have a merry Christmas.

Instances of freedom being lessened by violence and fear were easily collected. Gun robberies were frequent; in one case an office girl was stabbed to death. One report quoted a United States Representative mentioning pressures put on him by his constituents.

These introductory thoughts led the group to the concept that man's acts are most human when they are free from disorder and that obedience to just laws leads man to true humanity. They could see this exemplified in Kennedy and Nixon campaigning at the time. Their conformity to laws of courtesy, traffic rules, and campaign policies was a decided contrast to shoe-pounding Khrushchev and to Castro, turning his hotel suite into a poultry yard.

TEMPTATION FROM WITHIN AND WITHOUT

Further use of current material was connected with the topic of temptation. In the religion course the order of approach takes temptations "from within" and "from without." To develop the point that temptations from self are partly conditioned by one's temperament, they began with a sentence from Thomas Merton: "A tree gives glory to God first of all by being a tree." An exposition of this statement outlined the hierarchical order of creation, recalled the fact that of the material universe man alone can freely glorify God. The students were to design filler-size posters depicting some thought that had impressed them.

Results were gratifying, demonstrating that the class had done some thinking. One of the most original papers pictured a bull dog, sad-eyed as if burdened with all the cares of dogdom, looking utterly world-weary. The caption read, "Forced to go through life glorifying God as a bull dog."

After class criticism of the posters, each student was told to write a description of the room he would design for an activity room or den if given a sum of money for that purpose. Colors, type of

furniture, names of records, titles of books, any hobby material likely to be found there—these items were to be included. To encourage sincerity they were told not to sign their names. At the beginning of religion period next day, the group listened to a broad explanation of the four principal types of temperaments and the distinguishing marks of each according to facial expression, walk, motto, scale of values, interests, strengths, and weaknesses. Their papers were then collected and shuffled and some read aloud, while they tried to determine the temperament of the writer. From this interpretative activity they guessed that most people are of mixed temperament with one kind predominating.

In subsequent periods they studied world figures in the news and attempted to classify them, finally turning to various saints to determine the virtues they had to acquire to overcome their faults. This was a sketchy introduction to the necessary discipline of self-knowledge. Students were cautioned about judging too much by appearances, warned that temperament was just a partial clue to behavior, encouraged to benign interpretation of the actions of others, and to patience with themselves.

The pupils then considered the next idea in the course outline: temptations "from without," which are divided into two parts—those from the world and those from the devil. Magazines were a powerful auxiliary to stress the world's preoccupation with material satisfactions which offer strong temptations "from without." At the board students listed separately food, clothing, cosmetics, miscellaneous items with their accompanying guarantees of popularity and happiness. As the columns lengthened, the class recognized the worldliness dominating human interests.

HAPPINESS AND PLEASURE

To show that material objects properly used can be helpful to man and to initiate critical thinking about worldly standards, class members were told to Christianize an ad. Excerpts from two pupil responses reveal the general treatment:

Everyone's supposed to have some good times. You're right in choosing delicious *X* for a holiday treat. To get fullest enjoyment share it with a poor family.

The second student's ad will hardly sell Brand *Y*:

Though *Y* makes lashes look longer, thicker, real radiance in eye beauty comes from within.

Continuing this study of materialistic values, they examined ads which promised leisure. They noticed that there was seldom a recommendation for use of this additional time. If a suggestion were included, it promoted selfish pleasure. To distinguish happiness from pleasure and to appreciate the true purpose of free time, each rewrote a leisure ad. A few urged the purchase of automatic washers for these reasons: "to have more time to visit a bedridden neighbor," "to have an extra hour to teach catechism to public school children." An ad for a gently-compelling alarm clock was recast as follows:

Choose the five-minute extra drowse instead of the ten and have time for morning prayers. Use your *A* clock this way and someday you'll wake up in heaven.

Dealing with the devil's part in temptation, they concentrated on the world's loss of the sense of sin, a major achievement of the infernal fiend. To show that serious sin is taken lightly, students were to select two newspaper accounts and rewrite them from the standpoint of eternity. One pupil selected an article about a much-married film celebrity who had become suddenly ill, but who had been told not to worry. This is a section of the rewrite:

How can a man in his state *not* worry? Each attack brings him nearer to the Doctor in heaven Who will give him his final examination. On earth he did not follow this Doctor's prescription for a happy life. Now he is reported to be in a satisfactory state physically, but what about him spiritually? How can he be "resting comfortably"?

"Marriage or adultery?" were the headlines for another student description of a film star who had married for the third time.

EVALUATION

For review purposes a day was chosen on which each was to bring to class a copy of a designated daily. That morning they spent the period applying ethics. These were some of the situations analyzed:

1. Boy shoots his sister with Christmas gun.
2. Boy driving speeding, stolen car kills girl.
3. Fire department investigates construction carelessness.
4. Indian government plans bonus for bachelors.
5. Every turkey in the supermarket "personally checked by the manager."

To evaluate the work covered we asked students to reply to the question, "Do you read newspapers and magazines the way you did in September?" All forty-two replied in the negative, adding remarks similar to these:

Before when I read about a divorce I felt sorry because the couple didn't make a go of it and might be unhappy. Now I realize that it is going against a divine law.

It seems the theme of Hollywood is live, drink, and remarry, featuring stars who go through husbands or wives annually. . . . Once we recognize glorified sin, we can sift the good from the bad.

A composite of all the responses indicated that appraisal in some degree or other was the new reading factor for each, an appraisal linked either with religion or ethics. Evidently, the group had taken a step toward the goal of applying ethical norms. Also, they were in a frame of mind to aim at the objective of the second part of the course: "to acquire convictions rooted sufficiently deep that they will stand firm against the withering blasts as well as the subtle allurements of a religiously alien, secular environment." The press of their day had helped them to both.

* * *

An Irish monk, named Ildefons Kennedy, is credited with starting public education in Germany in the eighteenth century, according to Archbishop Michael Buchberger of Regensburg.

* * *

Dr. Will Herberg, professor of Judaic Studies and Social Philosophy at Drew University, Madison, New Jersey, joined the faculty of Saint Peter's College, Jersey City, last month.

* * *

Application forms for the Library Binding Institute's 1961 Scholarship Award may be obtained from the Institute (10 State Street, Boston 9, Massachusetts). Filings must be made by April 1, 1961.

* * *

A special new record series has been released by the Gregorian Institute of America (2132 Jefferson Avenue, Toledo 2, Ohio) designed to enhance the teaching of Catholic doctrine in the home.

CATALYSES FOR SCHOLARSHIP

By Sister Mary Xavier, O.S.U.*

WE LIVE IN AN ERA of the renaissance of education. Now-a-days articles, verbose and grandiose, are consuming reams of pulp and even slick. In these writings theorists are proposing ways for developing gifted students. Conventions, workshops, meetings, and conferences also gather to discuss, again, primarily the talented. A group of these educational researchers recommend accelerated programs to provide individually for extending the educational experiences of bright students. Advanced sections of regular classes, special talent classes, the Honors Program, the three-track curriculum plan, the Great Books Program are the solutions offered by other educators. Again, better teachers and facilities are demanded by other theorizers. "Roses" to all of them, for every mentioned plan is proving itself in varying degrees realistic and is being used with notable success. And now still another begs the use of the printer's ink to materialize a thought on this million-dollar question.

IMPLANTING A LOVE OF LEARNING

There is a basic item, it seems to me, that is overlooked in the outlining of these programs. Maybe it is taken for granted, perhaps it is supposed to be understood, presumably it is imperceptibly included in all the plans mentioned above. But I would like to see it expressed with more voice, for to me, a teacher, it is a *sine qua non* in the making of scholars. I refer to the implanting in our students a love of learning together with a dedication and application to study. This is a fundamental in the fashioning of greater or lesser scholars.

In order to encourage her sick baby without an appetite I saw a mother eat pablum spoon by spoon along with her child. Acting on the same premise, teachers must show students by their own interest the pleasure of drinking from the Pierian spring. In an open letter to parents and teachers Lawrence Derthick, former U. S. Commissioner of Education, claims that "growth must be nurtured . . . we

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cannot assume that the seeds of talent have fallen on fertile ground."¹ A philosopher said: "Our chief want in life is someone who will make us do what we can."²

Caught up in a sensory world, our youth are scarcely aware that man's highest and noblest faculty is his mind. It is true that many in our country are beginning to come in out of the fog of pragmatism and materialism. But not enough. Much of the reason lies with us teachers. Are we transmitting to our students, not in words alone, but as a living demonstration through our own love of learning that the cultivation of the mind is important? That there is joy in the intellectual life? Are we conveying to them the facts: that the intrinsic good in seeking knowledge is its beauty and nobility? That the extrinsic good affords them the chance for improving their material or social life? That their principal task as students is the perfection of their minds as far as they are able? That the duty of their state of life as students is the life of study? A university spiritual director gives this advice to students: "Your principal task at present is excellence as a student. You are not very pleasing to God, other things being equal, unless you do your level best at this task."³

The best way for a teacher to impart this love of learning to others is to lead the life of an intellectual himself. Dead bodies cannot give life; neither can dead minds. If teachers wish to communicate the intellectual life, they must be intellectuals. "Sed nemo dat quod non habet." Let it not be said of us by scholars such as Robert M. Hutchins and Monsignor John Tracy Ellis that we Catholics, lay and religious, are not answering the call to the intellectual life.⁴ The task of a real teacher in and out of a classroom is to keep growing intellectually.

HOMEWORK AND INDEPENDENT STUDY

So one of our largest tasks is "to set students on fire," and the fire must be lit from our own lamps. But this is only the beginning.

¹ Lawrence Derthick, "To Meet Our Future Needs," *Understanding Testing, (Purposes and Interpretations for Pupil Development)* (Washington: U. S. Government Printing Office, 1960), p. v.

² Ralph W. Emerson, quoted by Robert J. Slavin, O.P., in "An Analysis of the Meaning of Excellence," *National Catholic Educational Association Bulletin*, LVII, 1 (August, 1960), 136.

³ Francis J. Moriarty, S. J., "A Student's Principal Task Is Excellence As a Student," *The Creightonian*, XXXVIII, 13 (January 13, 1961), 4.

⁴ John Tracy Ellis, *American Catholics and the Intellectual Life* (Chicago: The Heritage Foundation, Inc., 1956), p. 45.

I am afraid that a "Mona Lisa" smile comes over my face when I hear lazy students talking over their college plans or when one of these drones comes to me requesting that his high-school transcript be sent to a college. Here are some hard facts we must translate daily to our students. Many of them want a quality education, want to be scientists, professionals, research workers, teachers, technicians. But can these goals be reached by having a teacher to work out every mathematical or scientific problem for them? Can it be done by doing research for them? Can we teachers do memory work for our students? Some of them seem to think so. It is evident, however, that independent work must be included in the making of a scholar. True, the function of the school, of teachers and textbooks, is to start the student on the road to scholarship by showing him how to solve a problem, how to find a solution to a scientific question, how to locate the truth through research. A teacher's ability to convey ideas, to spur ambition, to excite intellectual curiosity, to make learning attractive—of course this counts in the process of education. Teachers can help and encourage a student; nevertheless, nothing can take the place for the "digging" that he himself must do. Ultimately the student must do the actual studying and learning. These are all facts which ambitious but pleasure-loving boys and girls must face: In the final analysis how much a student learns depends a great deal on how much he wants to learn. To that degree to which he really wishes to learn, to that extent he will study and work out problems for himself. Otherwise he will be like the young man in the gospel who wanted to follow Our Lord. But he couldn't pay the price.

For the young child in grade school, this working alone without the aid of a teacher is called homework because at this period of his life this work is usually done at home. And here we are launching onto slippery ground when broaching the subject of homework. But in my opinion a small amount of homework is good for the child even in the primary grades. It gives the boy and girl the opportunity to see what he can do alone; it helps parents to keep in touch with what their children are learning; it is a valuable means of developing and disciplining the mind. When one considers how open and formative the mind of a young child is, how free from care or perplexity, it seems a shame not to use this period of life to lay a foundation in the fundamentals upon which he will build his future edu-

cation. The overzealous teacher, however, should never give so much work that he would deprive the child of needed recreation in outdoor physical exercise or time for desirable social activities. An educator suggests the following objectives for homework:

1. To stimulate voluntary effort, initiative, independence, responsibility, and self-direction.
2. To encourage a carryover of worthwhile school activities into permanent interests.
3. To enrich the school experience through related home activities.
4. To reinforce school learning by provokng the necessary practice, integration, and application.⁵

It is in high school particularly that concentrated habits of study should be developed. This study is no longer called homework, but independent study, because it is sometimes done in study halls, in libraries, or in the home. Unless a student learns to study on his own, independent of teachers or parents, he will never further himself greatly. But some youngsters have never learned how to study. Children must learn how to learn. Now who is better qualified to teach them how to study and learn than the good teacher who has disciplined his own mind and has gone through the throes and joys of studying and learning?

TEACHING HOW TO STUDY

A basic principle of teaching is involved in helping students to interest themselves in their work—guiding them that they will develop compelling motives for studying. Any teacher worthy of his salt should inculcate and help to develop good study habits in students. If each teacher, well versed in and still, we hope, studying the subject he is teaching, will take the time to show youngsters how to study independently in that particular subject, much will be accomplished. The teacher will recall and tell the students all he has learned in the psychology of learning. Remembering all that contributed to his mastery of that subject, the teacher will point out methods that made studying objective and contributed to the mastery of that particular subject. The co-operation of all is necessary be-

⁵Ruth Strang, *Guided Study and Homework* (Washington, D. C.: Department of Classroom Teachers and American Educational Research Association, National Education Association, 1955), p. 12.

cause each subject differs in method. For example, techniques differ greatly in mathematics and science from those used in the study of English and history.

Parenthetically, let me share an observation gained as an administrator. Most dedicated teachers are "married" to the subject they teach. They think it is by far the most important subject the student is pursuing. While we know that each subject offered has its place in the well-rounded development of students, this partiality of teachers for their own subject has its good features. It makes the teacher enthusiastic about imparting knowledge of it and teaching students how to master it by independent study. I like this apt comment:

I think we have to love our subject. Without mentioning any names and without meaning to cast ridicule on anyone, I recall a Latin teacher here who loved her subject dearly. You respected her because she thought Latin was the most important thing in the world. She told her classes one day that anybody who could learn Latin could do anything, and although she didn't know a volleyball from a grapefruit, she went to the gym and played on the faculty volleyball team because she knew Latin. Now I admit this was an unusual situation, but I still think that if you are professional, you have to be sold on the content area that you teach; otherwise, you ought to be in some other field. Now I know we're assigned subjects we don't want to teach; this is aside from that. The subject you choose to teach ought to be one that you like and feel is important, not only in your life but in the lives of boys and girls you teach. I don't think you can be a good teacher, professionally speaking, if you're not sold on your subject.*

Off the tangent and back to our subject. Parents, too should take some of the responsibility for the study habits of their children. If they want them to make college, this is a "must." Furthermore, if parents fail to do their part, this renaissance in education will fail. In homes they ought to encourage their boys and girls to study. A set time should be established. During this period, no television or telephone calls should be allowed. Athletic and social activities should be assigned to weekends. Dr. Conant deplores an excess of

*Wanda Mitchell, "Professional Responsibilities," *The Bulletin of the National Association of Secondary School Principals*, XLV, 261 (January, 1961), 31.

outside activity which interferes with homework, for he is committed to a belief that study at home must accompany work at school.⁷

KIND AND LENGTH OF ASSIGNMENTS

Educators have various ideas with regard to the amount of time that should be devoted to study outside of school hours. In the primary grades a good method of dealing out home tasks starts with approximately 30 minutes and adds 5 to 10 minutes gradually to each grade. By the time he reaches the seventh grade, a student should spend 15 to 20 minutes studying each subject. In Grade VIII about 25 minutes per subject is about right. A student usually carries about five subjects in the ninth grade. At this level he should spend about 30 minutes preparing each, making a total study time of about two and a half hours. Co-operative planning among teachers in the same high school is difficult yet possible in order that students do not receive tremendous assignments from one teacher, thus cutting out time for preparing other assignments. In college and graduate school, preparing assignments and doing research is a full-time job. Here there is no time limit; long and concentrated study is required.

While the teacher is making assignments to students, there are facts that he should keep in mind. I think that the most important phase to consider in assigning study is that it must appear meaningful and worthwhile to the student. Homework that has its objectives is beneficial; useless copying and repetitive or unplanned assignments spell drudgery. Then, too, a student should understand the assignment and know exactly what is expected of him. The task should either stem from his classwork, or should be a broadening of it. The teacher should consider, too, if the student will have the necessary tools for completion of his work. For example, if the work involves research, the student must have adequate facilities to pursue and complete it. And once an assignment has been clearly made and the date for its completion fixed, the teacher should gather the assignments at this fixed time. Furthermore, if he expects students to be prompt in finishing their work, by the same token the students have the right to expect a reasonably prompt return of their work together with a grade and constructive comments.

⁷James B. Conant, quoted by Sister Janet in "The Curriculum Specialist Looks at Conant," *Catholic High School Quarterly Bulletin*, XVII, 4 (July, 1960), 20.

Many high schools are utilizing the sixty-minute period in order to allow time for the teacher to get students started methodically on their assignments. Personally, though, I prefer the shorter period which gives scope for offering a greater variety of subjects within the span of a day. I agree with many modern educators who are frowning on the practice of study periods during the school day. These educators think that one of the beneficial changes in schools is that there be increased emphasis on independent responsibility for learning on the student's part.⁸ Study periods are often a headache to teachers who must often preside over boys and girls who do not want to study. Nevertheless, some study periods are unavoidable in order to take care of students whose different track programs give them free time to study. Having done a great deal of presiding in high-school study halls, I have my own theories on the subject. As the boys and girls of heterogeneous groups and from different classes file into the study hall, I try to establish the "inner sanctum" atmosphere by stepping about on tiptoe and speaking, in a whisper, only that which is necessary. Presupposing that each individual teacher has made the assignment clear and that the students know what to do and how, no talking or working together is allowed. I discourage students who step up to me for help. I could not help all students for two reasons: first of all there would be too many. What is more, I am not equipped to help in all subjects. In a way this method seems heartless, yet in the long run it is being merciful to all. Too many of them are leaners. They want others to do their thinking. Keeping all quiet with absolutely no one whispering benefits the group as a whole, for youngsters are by their very nature restless and so easily distracted. As for working together with a brighter student, this is effective when he is alone, but not in a study hall. My dual objective in the final analysis is that young people learn to be independent learners; that they learn to concentrate. Students really appreciate this attitude because in the long run they accomplish more when everything is quiet. I note better results, too, when I sit at my desk rather than walk through the aisles. I want them to see me very busy too, either correcting papers or preparing lessons.

⁸David W. Beggs, "Faculty Develops Breadth in Attack," *The Bulletin of the National Association of Secondary School Principals*, XLV, 261 (January, 1961), 87.

SCHOOLING IS SERIOUS BUSINESS

Schools, it seems to me, should be formal. Studying and learning are a serious business. And anyone walking into a school ought to be able to feel the intellectual atmosphere of a school. A school should be charged with a scholastic climate. A school with intellectual climate is one in which learning is the important business of the day. In order to get our students into an intellectual climate at once, our handbook states that a student upon arriving at school in the morning will go immediately to his home-room and begin to go over his lessons. One of the chief roles of the principal is to promote an intellectual climate everywhere in the school. I like to stand in the hall around the main entrance in the morning for a few reasons. First of all, I sincerely love our boys and girls and it gives me pleasure to greet and welcome them. They know, too, that I am going to look at the books they have taken home with them to study. Finally, they realize that they may not stand around in the halls and talk but must get down to the business of the day immediately. This atmosphere, too, should prevail especially in classrooms where each teacher promotes it. How? By exhibiting interest in the things of the mind, by observing correct manners in speech and conduct, but especially by demonstrating enthusiasm for learning. Last spring during one of the most spirited addresses given at the convention of the NCEA, I listened to Sister Bertrande say this:

Just as in the early days of the Church we had the call to spread and develop the faith, so today we have a further call to first use our own intellectual gifts to their full capacity, and then develop those of our students to their full potential—all for the honor and glory of God.⁹

A talk on your school philosophy to a visitor will be as unnecessary as the telling a guest that you are having cooked cabbage for dinner. One or two sniffs and the guest can tell "what's cooking." Your school philosophy is just this evident. Yet there are tangible ways of displaying it. A high-level intellectual philosophy of a school is shown by giving precedence to classwork and study rather than to extra-curricular activities, by giving recognition to students for high

⁹ Sister Bertrande Meyers, "Sisters: Key Strategists in the New Excellence," *National Catholic Educational Association Bulletin*, LVII, 1 (August, 1960), 53.

scholastic attainment. Publicizing the names of students who show notable achievement in tests and exhibiting excellent papers, projects, or art work is another means. It is a good policy, too, to publish the names of students who make the honor roll. All these procedures encourage students to seek knowledge. They also encourage them to utilize their abilities. Above all they give a sense of respect for the things of the mind and for work well done. What we honor is what we value, and praise is, after all, a fine stimulant to even greater intellectual heights. In all this, the student, seeing the high value we set on scholastic accomplishment, will have greater respect for learning.

Here in this part of Nebraska sixty bushels of wheat per acre used to be considered great. In recent years this yield has been more than doubled. Experts claim that bumper crops are now largely due to changed and controlled environments. A favorable environment for intellectual achievements, too, both in the school and community, can produce a "bumper crop" of students of high caliber.

Another important facet in the making of scholars, the passport to success, is the creation of the willingness and the desire to do more than is required. As a matter of fact, this willingness to stay on the job longer, to do more than is necessary, spells the formula for success in any type of work. It is most assuredly a requisite for scholarship. Some refer to what we must do as "going the first mile"; to doing more than you have to as "going the second mile." Students who wish to go beyond mediocrity should be urged to approach studies with the spirit of wishing to go "the second mile." Concerning the exertion required for superiority in any phase of work, a famous Greek poet said:

Before the might of excellence the high gods have set exertion. Long is the road thereto and steep and rough at the first. But when the height is achieved, then there is ease though grievously hard in the winning.¹⁰

Furthermore it is not always those who can, but those who will that succeed. This intensity of purpose found even in those of lesser talent is itself a type of superiority. The excellent, too, make great demands

¹⁰ Hesiod quoted by Robert J. Slavin, O.P., in "An Analysis of the Meaning of Excellence," *ibid.*, 134.

on themselves. Our twentieth president said: "If the power to do hard work is not a talent it is the best possible substitute for it."¹¹

TODAY'S FRONTIER IS INTELLECTUAL

Are we suspicious of intellectuals? Do we think of them as "egg-heads"? It is paradoxical that in the United States we demand education yet up until lately have placed little value on excellence in education. There is perhaps an excuse for this inconsistency. Less than a hundred years ago America was a frontier land, a land in which emphasis was placed on bravery and physical strength. But pioneers today are the scientists, the research workers, the teacher, the scholar, for today the frontier must be intellectual.

In the conditions of modern life the rule is absolute, the race which does not value trained intelligence is doomed. Not all your heroism, not all your social charm, not all your wit, not all your victories on land or at sea, can move back the finger of fate. Today we maintain ourselves. Tomorrow science will have moved forward one more step, and there will be no appeal from the judgment which will then be pronounced on the uneducated.¹²

In the parable of the talents, by Our Lord's compliment, He recognized a degree of difference in the talents each received. He commended those who used their talents and reproached others who buried their talent. Our task as teachers is to stimulate the efforts of each individual to such a degree that his achievement parallels his potential. Standards of excellence, rate of progress, and the number of years in school, to be sure, should be determined by the capacity of the individual.

There is a warning that teachers ought not to by-pass in encouraging gifted students. Many students work for high grades only, but competition for high marks alone is anemic scholarship. Intellectual curiosity which feeds on research and wide reading together with plenty of study is the recipe for true scholarship. Without this three-step platform, learning is lacking in vitality.

¹¹ James A. Garfield, quoted in *Treasured Verses* (Minden, Nebr.: Warp Publishing Co., 1960), p. 21.

¹² Alfred North Whitehead, "Education for the Age of Science," *Statement by the President's Science Advisory Committee* (Washington: The White House, May 24, 1959), p. 4.

THE CATHOLIC UNIVERSITY RESEARCH ABSTRACTS*

THE CONTRIBUTIONS OF THE OBLATES OF ST. FRANCIS DE SALES TO EDUCATION IN THE UNITED STATES by Rev. James C. Donohue, O.S.F.S., M.A.

This dissertation is a sequel to "The Educational Work of the Oblates of St. Francis de Sales" which was written in 1932 by Rev. William D. Buckley, O.S.F.S. The present study gives evidence of rapid growth and expansion since 1932 from two schools to ten, from twenty teachers to three hundred, and from a few hundred students to ten thousand.

SOME PROUNCEMENTS OF POPE PIUS XII AND THEIR IMPLICATIONS FOR OCCUPATIONAL COUNSELING by Rev. John J. Roughan, S.M., M.A.

This study has as its aim the collection and analysis of pronouncements by Pope Pius XII which are pertinent to the field of occupational guidance.

The findings show that there are four basic concepts set forth by His Holiness, Pope Pius XII. They are: (1) He stressed the importance of keeping the dignity of man uppermost in mind when instructing and guiding him. (2) Of particular interest to occupational counselors are his words towards labor organizations and wages. (3) He indicated the dignity of work and how it has both a social and a religious aspect. (4) His major insistence, even in selecting employment, is on the ultimate goal of life.

THE EDUCATIONAL PHILOSOPHY OF MARIO CASOTTI by Rev. Nicholas Gorman, S.A.C., M.A.

The purpose of this dissertation was to analyze the educational philosophy of Mario Casotti, dean of the Department of Education at the Catholic University of the Sacred Heart in Milan, Italy. Casotti is currently considered a leading exponent of Catholic educational thought in Italy.

* Microfilms of these M.A. dissertations may be obtained through the interlibrary loan department of The Catholic University of America; information on costs will be sent on request.

The analysis revealed that Casotti at first professed an idealistic philosophy of life and later devoted himself to a refutation of this idealism in favor of scholastic philosophy.

In his treatment of the philosophical nature of education Casotti concludes that, according to the distinction made by St. Thomas between the acquisition of knowledge and teaching, education must be considered as the action of mind with knowledge in act on a mind with knowledge only in potency. He refutes any theories which neglect this consideration.

Catsotti holds that the "activity school" is based on principles which are philosophically unsound and on doctrines which are untenable in the light of Catholic teaching. He does, however, maintain that many of the methods employed by the "activity school" are in conformity with scholastic methods as outlined by St. Thomas in his *Summa Theologica*.

The educational doctrines as expressed in the encyclical, "Christian Education of Youth," are consistently emphasized by Casotti. It is his opinion that in many instances the content of the curriculum and the methods of presenting it are poorly adapted to the formation of "the true and perfect Christian," and that the heritage of Christian education is too often neglected.

AN ANALYSIS OF THE ART CURRICULA IN CATHOLIC WOMEN'S FOUR-YEAR COLLEGES WITH VOCATIONAL GUIDANCE IMPLICATIONS by Lorraine M. Chantry, M.A.

The purpose of this study is to analyze the art curricula offered by the four-year Catholic women's colleges in the United States and to relate the findings to the occupational needs of the students. A total of 112 colleges participated in the study.

The data show that only six of the Catholic women's colleges studied did not offer a program of study in art. All of the other participating colleges had either a major or a minor program. The investigator concluded that there is need for Catholic art educators to reconsider the role they play in guiding young women to meet the occupational needs in the field of art. She recommended that Catholic art educators study the art curricula presently offered in the women's colleges.

**A STUDY OF THE MAJOR TRENDS IN COUNSELING AS REFLECTED
IN SELECTED PERIODICALS DURING THE PERIOD 1946-1957** by
Rosie Mary Robinson, M.A.

The purpose of this study was to analyze the major trends in the field of counseling as reflected in selected periodicals during the period from 1946 to 1957.

The investigator found a constant reiteration of the need for a sound methodology and research design in evaluation. The value of evaluation in counseling was regarded as essential to the improvement of the counseling services of the secondary school.

THE STATUS OF THE DIOCESAN PRIEST SECONDARY-SCHOOL TEACHER by Rev. Mitchell A. Wilamowski, M.A.

This study aimed to investigate: (1) the diocesan priest teacher's academic and professional training, (2) the origin and nature of his official appointment to the role of teacher, (3) the scope of his parochial duties, and (4) the teaching load of the priest teacher.

Data were secured from 278 priests in 167 secondary schools scattered throughout 67 dioceses.

The findings indicate that practically all of the priests have at least a bachelor's degree. Approximately 90 priests were working toward a graduate degree or held one. Either a permanent or provisional certificate was held by 119 priests. Forty-six per cent of the priests reported that their duties were not specifically outlined in their official appointment, and 34 per cent stated that their appointment did not give priority to school duties. The median in Douglas units of the total school work load for full-time teachers was 27.9, and for part-time teachers, 19.0. With few exceptions the priest teachers also devote their week ends exclusively to parochial duties.

THE ACHIEVEMENT OF CATHOLIC HIGH-SCHOOL STUDENTS IN THE SACRAMENTS by Rev. Robert J. Sullivan, M.A.

The purpose of this study was to investigate Catholic high-school seniors' achievement in knowledge of the sacraments.

A test on the sacraments, constructed in O'Neill's study at The Catholic University in 1952, was administered by the investigator to 320 seniors and 320 freshmen in five Catholic high schools in which the sacraments are studied in the sophomore year.

The data obtained in the study reveal that while the median IQ's of both the seniors and the freshmen were identical, the median test score of the senior group was only 17 points higher than the median test score of the freshmen group, which was 75.5 out of a possible score of 147.

An analysis of the responses which the seniors made to each of the test items reveals definite weak spots in their knowledge of each of the sacraments. The most notable weaknesses appear in response to questions containing Scripture quotations, the essence of the Mass, and the essence of the Holy Eucharist.

A COMPARATIVE STUDY OF THE INFLUENCE OF THE USE OF A PERIODICAL ON THE READING ACHIEVEMENT OF TWO GROUPS OF FIRST GRADERS by Sister Mary Stephen Schmidhamer, C.S.A., M.A.

This study is concerned with two problems relative to the use of periodicals in first grade: (1) Does the use of the periodical in the first grade contribute to an increase in reading skill? (2) Does the content of first-grade reading material contribute to the total development of the child?

A statistical analysis involving a comparison between an experimental group of 217 school children using *Our Little Messenger* in directed weekly reading lessons and a control group not using the periodical was the method used to attack the first problem. By using the *California Reading Tests*, Form AA and Form BB, at the outset and at the close of the experiment, conclusions were drawn regarding the significance of the statistical difference between the means. To answer the second question a study was made of the contents of the first-grade periodical, and this analysis was presented in tabular form with supporting illustrations.

On the basis of the data gathered in this investigation, the original questions proposed for this study were answered as follows: (1) The use of the periodical apparently did not contribute to an increase in reading skills. A periodical, however, is not expected to be an instrument for the teaching of reading; it should be a medium for the enjoyment which is the reward of having learned to read. (2) The content of *Our Little Messenger for the First Grade* is of exceptional worth in that it provides a wide variety of excellent material for developing religious, social and cultural concepts, and attitudes.

HIGHER EDUCATION NOTES

Philosophical problems of higher education will be studied in a workshop entitled "Philosophy and the Integration of Contemporary Catholic Education" to be held at The Catholic University of America, June 16 to 24, under the direction of Rev. George F. McLean, O.M.I. In conferences and seminars discussion will center around philosophy and the sciences, moral philosophy and moral life, and philosophy and education. The contribution which philosophy must make to the integration of the curriculum and to the personal formation of the student will be studied in a special seminar directed by Rt. Rev. Msgr. Eugene Kevane of the University's Department of Education and Rev. Benedict M. Ashley, O.P., of the Albertus Magnus Lyceum and St. Xavier College. Sister M. Fredericus, O.P., dean of Rosary College, will serve as consultant for this seminar. Other seminars will study philosophical problems with special reference to the sciences and to natural law. The workshop will be of particular interest to present and future professors of the arts and sciences who are seeking for their courses a perspective commensurate with that of Catholic education. While directly concerned with higher education, these studies should provide vital orientation for the secondary-school teacher.

St. Louis University has established new doctoral degree programs in experimental and clinical psychology. Applicants for full-time study leading to the Ph.D. degree in experimental psychology are eligible for three-year graduate fellowships under the terms of the National Defense Education Act, the announcement states. The fellowships provide tuition plus a stipend of \$2,000 for the first academic year, \$2,200 for the second, and \$2,400 for the third. Dependents' allowances are also furnished. University fellowships paying \$2,000 annually are available with half the stipend considered a grant and half to be earned by service to the department. Students working for the Ph.D. in either clinical or experimental psychology will take some courses in common. Specialization and minor fields are reserved for the second and third years of the program. A master's degree is not required of doctoral candidates. However, a specific piece of research must be completed within the first year of study if the master's is not taken.

Significant improvements in the status and salaries of professors and associate professors in the five undergraduate schools of St. Louis University were announced last month. Effective September 1, the University will establish a scale of minimum salaries for twelve-month full professors ranging from \$10,000 to \$12,000, depending on years of service. In addition, these professors will now be granted summer sabbatical leave every second year. The level of the salaries of the associate professors will be raised by an across-the-board increase of 10 per cent. Associate professors will now be given summer sabbatical leave every third year. Comparable arrangements will be made for professors on the nine-month contracts. Faculty members of other ranks will receive the customary annual raises.

Last month, the United States Public Health Service awarded the St. Louis University School of Medicine continuation and new research and training grants totaling \$543,092. Research grants awarded total \$305,499, while training grants are in the amount of \$237,593. Training grant awards range from \$4,925 to \$73,995. Research grant awards range from \$6,525 to \$32,334.

In January, it was announced that gifts to St. Louis University's 150th Anniversary Development Program totaled \$13,083,350, which is 72 per cent of the University's five-year priority needs goal of \$18 million. The ten-year goal is \$46 million.

Four new Catholic colleges and several new buildings at established Catholic colleges and universities have been announced in the past two months. The Archdiocese of New York and the Archdiocese of Los Angeles will construct four-year seminary colleges and divide their seminary programs into three four-year divisions—one each for the high-school, the college, and the theology curriculum. To be ready this year in Issaquah, Washington, is Providence Heights College, organized for Sisters only according to the recommendations of the Sister Formation Conference. Four religious communities are joining the Sisters of Charity of Providence, underwriters of the new institution, in this project. Providence Heights will have a five-year program of studies. The Dominican Sisters of Adrian, Michigan, will build a new senior college for women in St. Charles, Illinois; it is to open in September, 1962. Loyola University of Chicago has started construction of a new classroom and student

center building which is to be ready for occupancy in 1962. Aquinas College, Grand Rapids, Michigan, has been given a loan of \$550,000 by the Community Facilities Administration to build housing facilities for 160 women students. The Federal Housing and Home Finance Agency announced loans to Seattle University and Holy Cross College. Seattle will be lent \$2,690,000 to build housing and dining facilities for 476 students. Holy Cross will be lent \$2,203,000 to build housing for 360 students.

Federal aid for all types of colleges and universities was advocated last month by the American Council on Education. Its statement, entitled *A Proposed Program of Federal Action to Strengthen Higher Education*, goes far beyond present levels of Federal support. The three basic recommendations, in order of urgency and priorities, are: (1) \$350 million annually in loans for dormitories; an average of \$1 billion annually for loans and matching grants for classrooms, libraries, and laboratories; (2) a broad expansion of fellowship programs under the National Science Foundation and the National Defense Education Act to increase the supply and improve the quality of college teachers; and greater assistance in removing financial barriers to higher education for qualified students, including continuation and improvement of the loan program of the National Defense Education Act, plus a new program of scholarships starting with \$25 million the first year, the annual total rising to \$100 million in the fourth year. These sums would provide a minimum of 25,000 new scholarships each year.

Boston College's 100th Anniversary Development Program, announced last month, began with an appeal for \$15 million by the centenary year 1963 and an additional \$25 million by 1970. Priority needs to be met with the 1963 appeal include: endowment for faculty salaries, endowment for scholarships, a graduate center, a science center, library development, an institute of human relations center, a university auditorium, theatre and arts center, and building renovations and improvements. The additional funds to be realized by 1970 will go toward: additional faculty salary endowment, additional scholarship endowment, a school of public affairs, a university chapel, dormitories for men, a residence center for women, garage and storage facilities, building renovation, landscaping, and land acquisition.

SECONDARY EDUCATION NOTES

Seven new regional high schools will be built by the Archdiocese of Newark, it was announced last month. To cost \$3 million each, they are part of the Archdiocese's development program, which is estimated to involve expenditures totaling over \$30 million. The new high schools will be designed to accommodate a total of 10,500 pupils. A fund drive with a minimum goal of \$25 million will provide most of the money needed for the construction program.

Young people during 1960 were reading more about political and sociological problems in the world today than ever before and were concerned more with fact than fiction, a nation-wide survey of specialists in young adult reading in forty-six big city high-school and public libraries showed. This past year's reading by the fourteen to nineteen-year age group showed an abrupt change from previous years, the survey showed, in that for the first time since World War II, young adults turned away from narratives about the war. Compiled as "Interesting Adult Books of 1960 for Young People" by the Committee on Selection of Books and Other Materials of the Young Adult Services Division of the American Library Association, the list contains twenty titles chosen from one hundred nominations by committee members, specialists in young adults reading, and outstanding librarians who are asked to report their experiences with the use of these books with young readers. The final selection is based on these replies. Among the twenty titles is *The Night They Burned the Mountain* by the late Dr. Thomas A. Dooley.

The Guidance Council for the Archdiocese of Boston, an organization to provide leadership in the areas of guidance, counseling, and testing for the schools of the Archdiocese, was inaugurated last month. Consisting of eighteen guidance directors in Boston Catholic high schools, the council will aid the archdiocesan superintendent of schools in his efforts to provide better services in these important areas to all Catholic schools. Brother Robert, C.F.X., of St. John's Preparatory School, Danvers, Massachusetts, is chairman of the council. The Archdiocese of New York has had a successful guidance council for several years.

A plan for analyzing the distribution of marks for ungrouped classes is offered by Guy M. Rose in an article entitled "Analyzing

the Distribution of Class Marks," in *Journal of Secondary Education* (February, 1961). The plan assumes (1) that for a population of pupils at a specified grade level, the distribution of the degrees of mastery in a subject area will fit the normal curve pattern, and (2) that a class may be considered as a random sample from a population of pupils at the specified grade level, barring information to the contrary. It uses the Cajori normal curve marking system: 7 per cent A, 24 per cent B, 38 per cent C, 24 per cent D, and 7 per cent F. Because of the obstacles, mathematical and other kinds, involved in applying these per cents directly to each ungrouped class, Rose considers them as the population per cents that each teacher should attempt to meet "in depth." In other words, over several semesters the distributions of a particular subject level should show conformity with the theoretical Cajori per cents. This trend-in-depth concept permits variations during any given semester. Based on a statistical process, namely, finding the level of significance with which a sample frequency deviates from an assumed population frequency, it can be established that if 7 per cent is to be considered as the population percentage for A's, then in an ungrouped class of 30 pupils two times out of three, the number of A's should be 1, 2, or 3; nine times out of ten the number should lie between 0 and 4 inclusive; ninety-nine times out of one hundred, between 0 and 5 inclusive. In the article, there are charts which show the expectation factors of different numbers of marks from A through F for ungrouped classes ranging in size between 20 and 50 pupils. These charts can serve as a means of keeping the attention of a teacher focused on the reasonableness of his distributions of marks. Used with discretion, they can be of help to supervisors helping young teachers handle the problem of distributing marks.

How are high-school English courses preparing the college-bound student? and What competencies in English do the colleges expect of the entering freshmen? are questions to which two panels of high-school and college English teachers addressed themselves recently at Whitewater College, Wisconsin. A nine-page, mimeographed report of the discussions may be had for 10 cents from the Wisconsin Council of Teachers of English, Madison, Wisconsin.

ELEMENTARY EDUCATION NOTES

Different kinds of teachers get varying amounts of achievement from different kinds of children, conclude Carleton Washburne and Louis M. Heil in a report of their eight-year study of the question: What measurable characteristics of a teacher have a measurable effect on the intellectual, social and emotional growth of her pupils? A summary of the report is to be found in an article entitled "What Characteristics of Teachers Affect Children's Growth?" in *The School Review* (Winter, 1960). The study involved fifty-five teachers and their pupils in Grades IV, V, and VI of nine public schools in Brooklyn, New York. The complete report of two hundred pages is published by the Brooklyn College Bookstore.

In the study, teachers are classified as "self-controlling," "turbulent," and "fearful." The self-controlling teacher focuses on structure, order, and planning and is work inclined. The turbulent teacher appears to place little emphasis on structure and order; thinking, conjecturing, and objectivity appear to be her center of focus. The fearful teacher is anxious, variable in her behavior; she tends to induce anxiety in her pupils and to arouse defensive reactions in them.

According to the results of the study, the self-controlling teacher got the most achievement from the several different kinds of children; the fearful teacher got the least achievement. The turbulent teacher got almost as much achievement as the self-controlling teacher from children classified as conformers and strivers but less than half as much achievement from children classified as opposers and waverers. Although the fearful teacher got the greatest achievement with strivers, the amount of such achievement did not differ appreciably from that obtained by the self-controlling teacher and the turbulent teacher. In terms of growth in friendliness, the fearful teacher actually got more gain than either the turbulent teacher or the self-controlling teacher from children categorized as wavers.

The way to treat exceptional children today is to place them in a setting that is unexceptional. That is the recommendation of Harold M. Williams, reports *Edpress News Letter* (January 30, 1961). Dr. Williams, a specialist with the U.S. Office of Education, maintains: (1) In most of the 3,500 public school districts which have programs for children who are gifted, physically handicapped or retarded, the trend is toward instruction of these children in their

own communities. (2) Particularly helpful are features of modern school design: one-story buildings, rooms for resting, running water in each classroom, flexible seating, ramps, and multipurpose rooms. (3) With the rise in standards for facilities in normal classrooms, there is less need for special equipment for exceptional children. Plans for housing these children now veer away from distinctive equipment such as special desks or elaborate lighting.

Education of Exceptional Children is the topic for study of a five-week workshop at the University of California at Los Angeles, June 26 through July 28. Courses will explore the problems and education of emotionally disturbed children, the orthopedically handicapped, the brain damaged, the mentally retarded, as well as those with speech handicaps. Also to be presented is a course in working with the parents of exceptional children. A total of six units of credit may be earned. The fee is \$30 per two-unit course. Enrollment is limited and applications must be submitted by May 15.

An increasing number of children all across the United States are learning their lessons in a new way. And they are going to school in buildings that differ from the traditional schoolhouse. This new approach to schooling is called team teaching, and the different buildings are schools designed especially to house team teaching programs. Nine new elementary-school buildings designed for team teaching are described in a report, *Schools for Team Teaching*, published early this month by Educational Facilities Laboratories (477 Madison Avenue, New York 22, New York). The new report is the latest in EFL's continuing series, *Profiles of Significant Schools*. Team teaching has encouraged new approaches to the design of school buildings. Schools with walls that move, schools with a few interior partitions, special spaces for large and small groups, teacher team headquarters, instructional resource centers instead of libraries, the use of television—all these developments are represented in the nine schools described in the report. The schools range from Greenwich, Connecticut, to Covina, California; and from Englewood, Florida, to Carson City, Michigan. The report is available without charge.

NEWS FROM THE FIELD

When a Catholic was elected President of the United States last fall, it was generally acclaimed that the citizens of this country had finally grown up. Now, in the controversy over including private schools along with public schools as recipients of some portion of proposed Federal aid to education, it remains to be seen whether President Kennedy and Congress are grown up and ready in political courage to see to it that taxes collected from all the citizens are distributed in justice to aid all the schools to which these citizens, exercising the freedom of choice guaranteed them by the U.S. Constitution, elect to send their children. Since the measure before Congress now is President Kennedy's own proposal, he has had to bear the brunt of the attack against it for its exclusion of nonpublic schools. However, as Gould Lincoln wrote in the *Washington Evening Star* (March 11, 1961, p. A-4), "President Kennedy is the sitting duck in this crossfire over the school aid bill. It is high time Congress assumed its own responsibilities when it comes to Federal aid to Catholic schools, other church schools and private schools not run for private gain. The President . . . knows, presumably, as do others, that there is real justice in the proposition that the parochial schools should share in the Federal funds for more and better schools and education for the children of America. Should he, at the present time, agree to this really just contention of the Catholic hierarchy, he would be immediately labelled by his earlier critics as a tool of the church."

Four U.S. Senators—Clark, McCarthy, Metcalf, and Morse—and Representative John McCormick have already come out in favor of some measure of aid to the nonpublic schools. In an interview given to *The Catholic Standard and Times*, weekly of the Archdiocese of Philadelphia, Senator Joseph S. Clark said he plans to introduce either an amendment to the Administration bill before Congress or an entirely new education bill. His proposal would include loans to nonpublic schools, elementary and secondary, which would be spread over three years in installments of \$105 million the first year, \$117 million the second year, and \$128 million the third year. He rejected the claim that such Federal aid would be unconstitutional.

The Montessori method of education will be discussed at the Fifty-eighth Annual Convention of the National Catholic Educational Association, to be held in Atlantic City, April 4 to 7. Mrs. Nancy McCormick Rambusch, American pioneer in popularizing the Montessori method and headmistress of the Whitby School, Greenwich, Connecticut, will deliver the paper. Founded by Mrs. Rambusch, the Whitby School is staffed entirely by lay people and is operated in the Diocese of Bridgeport with the approval of Bishop Lawrence J. Shehan. About 150 pupils are currently enrolled in the school. The theme of the convention this year is "The Objectives of Christian Education in Contemporary Society."

All Southern States can find added sources of revenue by applying more extensively one or more of the proved tax revenue sources used by other States, concludes a study entitled *Southern States New Revenue Potentials*, released recently by the Southern Regional Education Board, Atlanta, Georgia. In the study, the revenues of individual Southern States from fourteen common tax sources are compared with the average revenues from these sources in sixteen Southern States. The statistical analysis is based on the assumption that the average effort made by each State is a reasonable one, and that any of the States could make such effort in any particular direction if it chose to do so. The assumption is that a State which now uses one general policy could supplement that policy by invoking tax measures that it does not now use or that it exploits to an extent less than the average of Southern Regional Education Board States that do employ that particular tax. Moneywise, the analysis shows that if all sixteen Southern States studied used the same tax bases and the same tax rates, in the year 1957 they would have collected \$1,585,844,000 more than they actually collected in taxes. President Kennedy's Federal aid proposal would give all fifty States \$2,298,000,000 over a period of three years. With the exception of Delaware and Maryland, all Southern Regional Education Board States rank high in the amounts to be paid per pupil according to the President's bill. If a Federal aid bill is passed by Congress this session, it seems that it will not be because anyone has established a convincing case of its need, but rather because a twenty-year propaganda campaign designed to make Americans feel that it is what they want has had its effect. Though it was said in 1955 that it could not be done without Federal aid, States have supported schools quite well.

BOOK REVIEWS

COUNSELING IN THE SECONDARY SCHOOL by John W. Stafford, C. S. V. (ed.). Washington, D. C.: The Catholic University of America Press, 1960. Pp. + 162. \$2.50.

Comprised of three parts, this volume reports the proceedings of the Workshop on Counseling in the Secondary School conducted at The Catholic University of America in the Summer of 1959. Part I contains eleven lectures given during the course of the workshop. Delivered primarily by people affiliated with Catholic University, the lectures range from a theoretical consideration of guidance issues to suggested techniques for effective counseling. Part II presents summaries of the seminars held in the workshop. Part III has two sections: a suggested bibliography for the field of guidance, which has only two references more recent than 1956, and a list of the 117 workshop participants and their institutional affiliations.

There is much to be gained from each of the essays presented in the first part of this book, but several of the essays are unusually provocative. Sharp's paper on "Educational Counseling" is a strong statement of the viewpoint that all counseling is personal counseling. In essence, Sharp denies the existence of educational counseling. In a paper entitled "Current Problems in Counseling Programs," Father Stafford states his research has enabled him to conclude "that, by and large, the Catholic system is no worse off in the matter of counseling than the publicly supported schools" and is well ahead in religious and moral guidance. The first part of this statement would undoubtedly be questioned by many if by counseling reference is made to services provided by trained personnel. But, in any event, great attendance at this workshop augurs well for the future of guidance services in Catholic school systems.

The seminary summaries point up quite well the guidance issues on which Catholics are divided. One of these issues is whether spiritual direction and other forms of guidance should be mixed or, for that matter, done by the same person (a majority of the participants said, "No."). Another persistent problem that "was hardly faced squarely" was whether "counseling and guidance services really belong in the school at all" (the assumption was that they did; otherwise, why have a workshop?). Still another issue was the utility of nondirective measures at the secondary-school level. Some participants took issue

with the philosophical undergirding of Rogerian therapy; others viewed nondirective techniques as "stalling operations." Interestingly, the directivists among the participants believed that the amount of direction given by the counselor should be directly proportionate to the number and the intensity of the client's problems.

From the comments made above, it should be obvious that this book is worth reading. It enables the reader to share vicariously with the workshop staff and participants the excitement that accompanies a discussion of critical issues on topics of great importance. This book also suggests that more institutions should publish proceedings of workshops they have sponsored.

ANTHONY C. RICCIO

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University of Notre Dame



EDUCATION LOOKS AHEAD by Willis H. Scott and others. Chicago: Scott, Foresman and Co., 1960. Pp. 63. Free.

This publication contains reprints of talks given at a symposium which opened the 1959 general conference of Scott, Foresman and Company, Chicago. The meeting itself was dedicated to a man who contributed much to the basic reading program sponsored by that company, and who has contributed much to the field of reading in general. That man was William S. Gray who subsequently met his death in an accident on September 8, 1960.

The value of this publication is enhanced by the fact that in addition to the thought-provoking contributions by other prominent people in education—Benjamin C. Willis, General Superintendent of Chicago Public Schools; Francis S. Chase, Dean, Graduate School of Education, University of Chicago; and Austin J. McCaffrey, Executive Secretary, American Textbook Publishers Institute—the man in whose honor the symposium was held issued the challenging question, "What Lies Ahead in Reading?" and then proceeded to answer that question with the farseeing vision so characteristic of Dr. Gray.

One cannot read Dr. Gray's keen, analytical look into the future without feeling admiration for his ready adaptability to the changing scene in modern living. His sensitivity to the problems still existent in

present-day curriculum development is noteworthy, as is his analysis of "things to be done" in the reading field. As an example, one might point to his remarks pertaining to moral training:

In the days of McGuffey, for example, moral standards were imposed on children by precept and followed through fear. The inadequacy of such training was later recognized and that type of training was discontinued. However, no clearly defined substitute was adopted. As a result children and young people all too often are other-directed, adopting the pattern of behavior of their peers or social class. The need is urgent for self-directed individuals who are morally sensitive and who make rational choices in the light of sound standards. Promoting growth in these directions through reading provides unlimited opportunity for research and experimentation in the future.

As to man's ingenuity and future technological developments in modifying the traditional practices in teaching the basic skills of reading, Dr. Gray urged wholehearted adoption of them if these new procedures through experimentation show that the teacher's time can be saved and more rapid and efficient learning achieved. Thus more energy would be released for promoting growth in the higher and more mature forms of interpretation.

Dr. Gray has been fittingly eulogized by another eminent authority in the reading field, Dr. Arthur I. Gates, as one inspired by an apostolic zeal for promoting his ideals, a crusader, waging a lifelong campaign to improve education with unrelenting effort. Dr. Gray's own concluding remarks at this symposium honoring his contributions to reading, reflect that apostolic and crusading spirit. They also act as a guide to those who would wage a similar campaign: "Finally, the ultimate success of any ongoing project . . . depends on holding fast to that which has proved its worth, while marking out new trails and conquering new frontiers."

SISTER M. BERNARDA, C.P.P.S.

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The Catholic University of America

GUIDE TO REFERENCE BOOKS, Seventh edition: Third Supplement, 1956-1958, by Constance M. Winchell, and others. Chicago: American Library Assn., 1960, Pp. VI + 145. \$3.75, paper.

This new supplement to the basic *Guide to Reference Books* (1951) contains somewhat over 1,200 titles, largely published between 1956 and 1958 but a few from 1955 and from 1959. As noted in the Preface there is an expansion of reference works in Russian and from East European countries. The supplement includes not only new works but also new editions of works previously listed and new parts of referenced continuations such as fascicles of encyclopedias and similar titles. Space considerations undoubtedly made it necessary not to include the various photoduplicated editions of older out-of-print reference books; we would hope that the eighth edition would be able to carry notes of this type.

As with previous editions and supplements, one can give almost unqualified praise to the energy and judgment exercised by Miss Winchell and her staff. However, it is a bit curious that some of the rare deficiencies, such as several noted in the June, 1952, *CATHOLIC EDUCATIONAL REVIEW*, have not been corrected. Therefore it is unfortunately necessary to call attention again to a few of these same omitted titles and to add a few additional ones. The attention given to Canon Law is quite uneven; there is not included the *Codex Iuris Canonici* nor the splendid *Canon Law Digest* (Milwaukee: Bruce Publishing Co., 1934-date.). The last volume of this is 1958, Vol. 4; it is kept up-to-date with a looseleaf supplement. Several encyclopedias of international significance are omitted such as: (1) *Catholicisme, hier-aujourd'hui-demain*, dirigée par G. Jacquemet (Paris: Letouzey, 1948-), of which twenty fascicles have been issued. (2) *De Katholieke Encyclopaedie*. Tweede Druk. Redactie van P. Van der Meer, O.P., and others (Amsterdam: Mij. Joost van den Vondel, 1949-55), 25 Vols. This has general as well as religious significance in that many non-Catholics, like Charles A. Beard, are included as well as living persons, such as A. J. Cronin. (3) *Lexikon für Theologie und Kirche*, Zweite Aufl. (Freiburg: Herder, 1957-1960), Vols. I-IV, A-Hann, have been issued. It is possible that the first volume came out too late in 1958 to be included. (4) *Encyclopédia de la religion catolica* (Barcelona, Dalmau y Jover, 1950-56), 7 Vols. Also omitted is the bibliography *Reperoire général de sci-*

ences religieuses, 1950-1953 (Paris, Alsatia Colmar, 1953-1959), Vols. I-IV.

One of the few omissions in the humanities and social sciences is the Herder *Lexikon der Pädagogik* (Freiburg: Herder, 1950-55), Vols. I-IV, A-Z.

It is always difficult to determine which monographs are suitable for classification as reference books; a title that has now been completed which deserves attention is Johannes Quasten's *Patrology* (Westminster, Md.: Newman Press, 1950-60), 3 Vols.

These few omissions do not detract much from the over-all excellence of the Guide. It continues to be the outstanding survey in its field and truly indispensable for librarians and for teachers on the graduate level.

EUGENE P. WILLING

Director of Libraries
The Catholic University of America

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9100 PAPERBOUND BOOKS IN PRINT. New York: R. R. Bowker Co., 1960. Pp. VI + 329. Summer, 1960, Issue, \$2.00; \$6.00 for four times a year on subscription.

This is "an author and title index, with selective subject guide, to 9100 active reprints and original editions as chosen by participating publishers." There are extensive subject indices to such topics as anthropology, architecture, biography, biology, and so on, which will be of great value particularly to teachers wishing to choose titles in inexpensive format for required reading. Similarly it will be helpful to libraries purchasing multiple copies; shortly before this review copy was received one of our faculty wished to have five copies of Commager's *American Mind*, now available in a paperback edition. Inclusion in this listing is dependent upon the publisher's willingness to pay a nominal fee for the subject, author and title index entries. A sampling comparison with the 1960 *Catalog of Catholic Paperback Books* (Penn Terminal Building, New York: Catholic Paperback Book Co., \$1.00) indicates that the Bowker list is reasonably complete although omitting titles from quite a few of the minor publishers. It is recommended both for library and bookstore use and many

teachers, particularly in the humanities and social sciences, will find it an excellent source for recommending titles to be purchased by their students.

EUGENE P. WILLGING

Director of Libraries
The Catholic University of America

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THE SOUTHERN REGIONAL EDUCATION BOARD: TEN YEARS OF REGIONAL COOPERATION IN HIGHER EDUCATION by Redding S. Sugg, Jr., and George Hilton Jones. Baton Rouge: Louisiana State University Press, 1960. Pp. XV + 179. \$4.00.

Authors of this historical record of Southern leadership in higher education are two college professors, Redding S. Sugg, Jr., professor of English at Georgia State College and George H. Jones, professor of history at Texas Technological College.

This study covers the story of interstate co-operation among sixteen states in Southern United States in the period, 1949 to 1959. Separate treatment was extended to the following subjects: origins of the Southern Regional Education Compact, formative operations, programs, emphasis on mental health, research, board development, and staffing and finance. Three illustrative exhibits are the text of the compact, the cumulative roster of the officers and members, and the publications of the board. A detailed index facilitates reading the study.

Importance is attached to this work largely because the Southern Regional Education Board has been a pioneer in regional co-operation designed to improve the standards of higher education. Other similar interstate groups such as those in the Rocky Mountain and New England areas have patterned much of their structure and program on the southern agency. Moreover, the study is a welcomed addition to the literature of a subject on which very little has been written.

Another basic factor the study reveals is the leadership of the states working collectively to solve common problems and to plan for the future. Joining the board on mutual projects at various times have been universities and colleges, accrediting agencies, foundations, and other voluntary groups.

Of special impact has been the development in research activities sponsored by the board. From the very beginning the board's research program has had three purposes: to serve as a clearinghouse on information regarding higher education in the region, to assist in providing consultative services to State governments and institutions, and to serve as a research facility. Research has been especially rewarding in graduate education.

Three exploratory questions are suggested. In the light of the changes now taking place and predicted in the education of the Negro, what policies will the board undertake to examine and take action on in the foreseeable future? Are any new developments to be studied in relation to the programs of other regional co-operative groups? What will be the attitude and practice of the board toward private organizations, agencies, and institutions of higher education in view of the expanding contact between States and such groups in other parts of the country particularly in Maryland and New York?

The study is recommended for state legislators, college and university trustees and presidents, and graduate students in the field of higher education.

GEORGE F. DONOVAN

Department of Education
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THE SCHOOL EXAMINED: ITS AIM AND CONTENT by Vincent Edward Smith. Milwaukee: Bruce Publishing Co., 1960. Pp. xiii + 300. \$5.75.

The strongest case for courage can be made by that man who has given the example of courage. The strongest case for order can be made by that book which itself is an example of order. Such is this book on the Christian curriculum. Its central concept, woven with strength throughout all its pages, is the concept of order. To the advantage of the reader, this concept is exemplified even as it is proposed.

The first three chapters discuss the fundamentals of teaching and of the disciplines taught. The next three chapters analyze these

disciplines, the Liberal Arts, in detail: the sciences of thought, of communication and of nature. The last three chapters turn to man himself—his cultivation and formation by the social sciences, philosophy and Christian Doctrine.

Teaching, the author says, is ordering. He looks upon the teacher primarily as a logician, that is, as one primarily concerned with order in knowledge. Such a notion of teaching is not merely nominal; it is based on the very nature of man. New knowledge is acquired by establishing proper relationship with knowledge previously possessed. The teacher is not chiefly concerned with ordering the student's life (that is the first responsibility of others), but with this ordering of his knowledge. The aim of the school is intellectual in nature.

If the role of the teacher is ordering, then he should be concerned first of all with those subjects which have the most order within themselves. There are six such subjects or disciplines. Not only do they have order within themselves, but they give order to other knowledge. Logic, mathematics, natural science, moral philosophy, metaphysics and sacred theology constitute these basic disciplines. "All other areas of study are either preparations for those disciplines, subdivisions or specializations within them, or else quite peripheral to basic human education." These subjects should be the core of the Christian curriculum, the author maintains. A large section of the book is devoted to them.

Wisdom, the apex of the intellectual aim of the school, is attained in the last two of the six basic disciplines. Metaphysics gives a natural wisdom, integrating all of the previous four disciplines and providing proper order to all the knowledge contained in them. Sacred theology provides an even fuller wisdom, for it can look both to the natural and the supernatural.

The author speaks of the elementary level, the high-school level, and the college level. He works, however, on the assumption "that college is the period for scientific synthesis of human knowledge, and precollege years a preparation for the various sciences." While speaking of the six basic disciplines in terms of the college, he does show with each of them implications for the elementary and high schools.

Other topics round out the main theme. For instance, the four modes of teaching are discussed, paralleling the four kinds of

syllogisms, each with its own type and degree of order. In many fine ways, this book on order can bring just that to the efforts of the educator.

JOHN J. LEIBRECHT

The Catholic University of America

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THE PSYCHOLOGY OF EXCEPTIONAL CHILDREN by Karl C. Garrison and Dewey G. Force, Jr. 3rd ed.; New York: Ronald Press Co., 1959. Pp. vi + 586. \$6.00.

"Human resources for the future" is the keynote of this extensive volume on children. The particular theme is the part the teacher plays in the cultivation of these resources during the elementary-school years. Although the central characters in each chapter are the exceptional children, the authors advocate, whenever possible, the placement of these children with the ordinary school population rather than their segregation into homogeneous groups according to mental or physical deviation. This represents a democratic philosophy in education which has caused considerable discussion. The authors side-step discussion of this issue and emphasize simply the fact that the children of today will be the American democracy of tomorrow.

Four different types of exceptional children are discussed: mental deviates—the retarded and the gifted—and those with physical disabilities, neurological and health disabilities and emotional and social maladjustments. The inclusion of certain of the handicaps in a particular chapter may seem at times arbitrary and illogical, but the important thing, the discussion of the particular disabilities, is uniformly thorough, practical and informative. The authors have included more types of impairment than are usually found treated in such books. The only kind of positive deviation included is the intellectually gifted child.

The introductory chapters discuss individual differences found among children as a result of hereditary and environmental forces and the influence of these on various aspects of development and maturation. Methods of assessing these differences are then discussed. The main areas of assessment are: physical, intellectual, educational, and personality. A brief statement of the techniques of measurement, especially psychological measurement, are included.

There is a very fine presentation of these techniques indicating the basic assumptions and values of each.

The following chapters, each concerned with a particular type of deviate child, suggest symptoms which would be apparent to a teacher, appropriate resources for diagnosis, and suggestions for helping the child develop up to his full capacity. In general, the authors recommend retaining the child in the ordinary classroom situation but, realizing this is not always feasible, also discuss procedures for special education. The medical and scientific information is presented in a very readable form for the laymen while still retaining remarkable accuracy. The number and choice of case histories seems most appropriate to this kind of reader.

The reference material is up-to-date and very adequate. Not only are there footnotes, but also selected references at the end of each chapter, a glossary of scientific terms, a selected directory of motion pictures, and an author and subject index.

The book makes a very fine contribution to educators who are interested in knowing their students as well as to the field of special education. There is an implicit philosophy expressed in respect to the ideal method of educating exceptional children which makes a contribution to thoughtful consideration of the best policies for cultivating our most important future resource.

HELEN E. PEIXOTTO

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A STUDENT MANUAL FOR METHODS OF TEACHING by G. D. McGrath. New York: G. P. Putnam's Sons, 1960. Pp. x + 196. \$2.95.

As partly implied in its name, this manual is meant to serve as a guide for the student interested in secondary-school methods of teaching, whether he is presently doing his practice teaching, preparing for teaching through a general methods course, or as a full-fledged secondary-school teacher on the job, simply interested in in-service study and growth in relation to the problem of pupil motivation. The author, Professor McGrath, dean of the College of Education of Arizona State University, is well qualified for the work

he has undertaken—a work which he describes in the preface of the book as the outgrowth of fifteen years of experience in teaching secondary-school methods courses. His approach, radically different from that of the conventional text in secondary-school methods, is calculated to encourage students to read widely in the field and to draw specific conclusions from these readings.

As a frame of reference, the author lists over fifty textbooks having widespread usage in methods courses. These texts are subdivided into five major categories, depending on whether emphasis is directed primarily toward general secondary-school methods, principles, student teaching, psychology of learning, or special methods. Specific reference to these texts is made throughout the twenty-six units. In addition, supplementary readings amounting to an average of some ten articles per unit, gleaned from professional journals over the last ten years, reinforce and deepen the concepts outlined in the introductory notes of the various units. Unit Eight, which deals with lesson planning, teacher-pupil planning, and assignment making, has a very fine special bibliography of texts, articles, pamphlets, and bulletins.

Each of the units is subdivided into at least five parts, including an introductory note, pertinent suggestions, references to consult, high-light ideas from the references, and a summary of practices suggested by the unit. All of the areas touched upon in the traditional methods course seem to be treated in the manual. The book itself is a paperback, substantially bound and constructed of good materials so that it should withstand the relatively rough treatment afforded any manual used both as a reference and a workbook. Each unit has several pages devoted to space for summarizing notes from reading, class discussion, personal observation, and lecture.

The text itself follows an outline form, except for brief notes that make up the introduction to each unit. The format is pleasing and the textual material well organized, acting as a nucleus around which the unit readings converge. Such a manual should serve the secondary-school methods course well, either without a companion book or as an important adjunct to one of the standard texts in the field.

SISTER RITA, S.N.D.

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ENGLISH IN THE SECONDARY SCHOOL by Edwin H. Sauer. New York: Holt, Rinehart and Winston, Inc., 1961. Pp. vi + 245. \$3.75.

Edwin H. Sauer is an associate professor of education at Harvard University. His book, written especially for teachers of English, presents an organized overview of what should be taught in the English program of a secondary school.

In the beginning chapters, the author stresses the interrelationships of all aspects of the English program—spelling, grammar, composition, punctuation, and literature. Dr. Sauer states, "I have made an effort to see the many activities in English as *one* subject."

The writer devotes a chapter to the treatment of structural linguistics, the "new grammar." Although Dr. Sauer suggests that all English teachers should be acquainted with this recent development in English, he realizes very well that linguistics is still in an experimental stage and that careful consideration must be given before it is incorporated into the curriculum of the secondary school. His unique, detailed plan for the teaching of grammar is indicative of the significance that he attaches to formal grammar.

The author conforms to the school of thought which holds usage as the criterion for good English without bothering to ask, "Used by whom, when, where, and why?" But if this practice be accepted without any restrictions, English will indeed become a "faulty vehicle" (p. 14) of expression and lack the "logical precision" (p. 14) that is his desideratum.

Dr. Sauer gives due emphasis to each phase of the English program. Throughout the book he outlines the various elements which are pertinent in each area. He also includes worth-while methods and valuable aids which are the result of firsthand experience.

In several instances the author attacks, and rightly so, those teachers who concentrate entirely on the peripheral phases of the short story, play or poem and ignore the basic form of the work, the study of which is the primary purpose of any literary pursuit. Unlike most critics, however, he recommends positive means of overcoming this defect in teaching—supplementing, for example, "with attention to problems of form and structure and to patterns of chronology." (p. 212)

Concerning composition, Dr. Sauer states definitely that writing is for all. He further insists that students write poorly today because

"composition has been taught too little and too unsystematically." (p. 85)

This book contains a timely feature on the Advanced Placement Program which, no doubt, was prompted by Dr. Sauer's keen interest in the gifted student and by his actual experience in helping to inaugurate this program in various schools. The inclusion of this chapter may well be counted among the merits of the volume.

The writer intersperses throughout the text many invaluable references and also provides in the appendix a "Selected Reading List for High School English Classes." Most of the books listed are outstanding for their literary value; some of these, however, are too difficult for the average high-school student. Perhaps Dr. Sauer intends these volumes for superior students. Nevertheless, it would be particularly helpful to the beginning teacher if the author would indicate this fact. Catholic teachers especially must be cautious in using this list since some of the books mentioned are on the *Index of Forbidden Books*.

On the whole, *English in the Secondary School* is uniformly good and can be used with great profit by anyone interested in the English program at the secondary level.

SISTER M. AGNELLO, C.S.J.

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THE THEOLOGY OF SIN by Henri Rondet, S.J. Trans. Royce W. Hughes. Notre Dame, Ind.: Fides Publishers Association, 1960. Pp. viii + 131.

The author of this short volume accepts as his thesis that many today have lost consciousness of sin because they have lost consciousness of God. They speak of a moral law, of a personal or common ideal, of right and wrong, but not of sin. Even Christians generally, he maintains, while retaining the consciousness of sin have let their consciences become dulled. His purpose then is stated thus: "In order to restore the consciousness of sin to some, and to clarify it for others, perhaps it will be useful to trace the stages through which it has vanished from the conscience of man." (p. 2)

The method is historical, beginning with the primitive pagan concepts of sin through the Old and New Testaments, Christian

tradition, the Middle Ages, the Reformation, and finally the contemporary secularization of morality.

The work is concluded with some applications for pastoral theology and an appendix containing the decrees of the Council of Trent on the Sacrament of Penance. There is a bibliography of English titles pertaining to the history of the theology of sin. Although not indicated, it seems that this was compiled by the translator or at least by someone other than the author.

Obviously, to put all of this into 131 pages would be quite a task. However, the author makes clear that, although he is using a historical presentation, he is not attempting to write a history of the theology of sin. "To write a history of the theology of sin would be a tremendous task. It has not been written." (p. 39) What he is attempting is "to trace some avenues of thought, thus preparing the way for detailed research." (p. 39) If the book is read with this in mind, then it is rewarding. Otherwise, it can be quite frustrating.

The style leaves the impression of a first draft of sentences loosely tied together that are to be reworked. At times, clarity suffers. I suppose that this is partly due to the purpose of the author which is merely to trace out ideas, leaving the full development to later works, and partly due to the fact that it is a translation.

All in all, it is refreshing to find a work concerned with what sin is rather than with what are sins, which is our usual fare in moral theology. It is worth-while reading, especially, as the author notes, there is a paucity of works on the subject.

JOHN SHINNERS

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PARTICIPATION IN THE MASS. Proceedings of the Twentieth North American Liturgical Week, 1959. Washington: The Liturgical Conference, 1960. Pp. x + 299. \$3.00.

Those familiar with previous annual volumes of Liturgical Week proceedings are already aware of their importance and usefulness as a sort of encyclopedia on the theological and pastoral aspects of Catholic public worship. This most recent book maintains, and even enhances, a distinguished tradition.

It is not merely a handbook on how to carry out the *Instruction on Sacred Music and Sacred Liturgy* of September, 1958. Although there is ample "practical" material in the very complete reports on study groups and workshops. Almost every relevant area of parish life is touched in these talks and discussions, including art, architecture, church music, organs, church structure, the family's part in training the child for participation, the Mass and spiritual formation, and problems of participation in every type of parish, school, and religious house.

The principal addresses of the Week and the papers of the Institute on Sacramental Theology provide a more than adequate theological and theoretical base for the concrete programs mentioned. Fr. Godfrey Diekmann's address, "Popular Participation and the History of Christian Piety," discusses persuasively the part played by anti-Arian reactions in the creation of the "distance" between altar and people.

Fr. Andrew Greeley offers an interesting analysis of some specifically contemporary cultural obstacles to the liturgical revival. And a perceptive psychiatrist's remarks about a Catholic habit of equating attachment-to-custom with devotion is the contribution of Dr. Thomas Caulfield. The *Instruction* and liturgical legislation in general are explained thoroughly and with remarkable clarity in Fr. Frederick McManus' address.

Three of the Institute papers are of particular interest. Fr. Terrence Toland develops the thesis that "the sacramental experience is the fully human response to the symbolic events of personal salvation history." The intimate connection between the ideas of "blessing" and "praising" and the eucharistic prayer as a prayer of praise are treated by Dr. Cornelius Bouman. Fr. Bonifaas Luykx, O. Praem., is also excellent on Confirmation and the sacraments of initiation. A useful index concludes the volume.

ROBERT W. HOVDA

Department of Religious Education
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BOOKS RECEIVED

Educational

Albert, F.S.C., Brother H., and others. *English Arts and Skills*. New York: Macmillan Co. Pp. 430.

Beery, John R. *Professional Preparation and Effectiveness of Beginning Teachers*. Coral Gables, Fla.: Graphic Arts Press, University of Miami. Pp. 84.

Bennett, Leonard S. (ed.). *Social Studies for Junior High: Our Nation's History*. Larchmont, N.Y.: Youth Education Systems, Inc. Pp. 112. \$1.50.

Byrn, Delmont K. *How to Express Yourself Vocationally*. Washington, D.C.: National Vocational Guidance Association. Pp. 24. \$0.30.

Clark, Margaret M. *Teaching Left-Handed Children*. New York: Philosophical Library, Inc. Pp. 44. \$2.75.

Crow, Lester D., and Crow, Alice. *Readings in Child and Adolescent Psychology*. New York: Longmans, Green and Co. Pp. 592. \$3.95.

Crow, Lester D., and others. *Teaching in the Elementary School. Readings in Principles and Methods*. New York: Longmans, Green and Co. Pp. 571.

Cuyler, S.S., Cornelius M. (ed.). *Self-Evaluation in the Minor Seminary*. Washington, D.C.: Catholic University of America Press. Pp. 70. \$1.50.

Dolch, Edward W. *Helping Your Child with Spelling*. Champaign, Ill.: Garrard Press. Pp. 24.

Fraser, Dorothy McClure, and West, Edith. *Social Studies in Secondary Schools. Curriculum and Methods*. New York: Ronald Press Co. Pp. 476. \$6.50.

Marguerite, S.N.D., Sister M., and Bernarda, C.P.P.S., Sister M. *Here We Come*. Faith and Freedom Readers, rev. ed. Boston: Ginn and Co. Pp. 48. \$0.64.

Marguerite, S.N.D., Sister M., and Bernarda, C.P.P.S., Sister M. *Teaching the Pre-Primer Program. Manual for Here We Come, This Is Our Home, Here We Are Again*. Faith and Freedom Readers, rev. ed. Boston: Ginn and Co. Pp. 314. \$2.32.

Marguerite, S.N.D., Sister M., and Bernarda, C.P.P.S., Sister M. *This Is Our Home*. Faith and Freedom Readers, rev. ed. Boston: Ginn and Co. Pp. 64. \$0.68.

Peskin, Anne S. *Mathematics for Junior High*. Larchmont, N.Y.: Youth Education Systems, Inc. Pp. 128. \$1.50.

Preparation of the College-Bound High School Student. Milwaukee: Wisconsin Council of Teachers of Education. Pp. 9. \$0.10.

Tarbet, Donald G. *Television and Our Schools*. New York: Ronald Press Co. Pp. 268. \$5.00.

The Theological and Liturgical Meaning of the Teaching Brothers Vocation. Proceedings of the First Annual Franciscan Brothers Educational Institute. Brooklyn, N.Y.: St. Francis College Press. Pp. 30. \$1.00.

Williamson, E.G. *Student Personnel Services in Colleges and Universities*. New York: McGraw-Hill Book Co., Inc. Pp. 474. \$7.50.

General

Butler, B. C. *The Church and the Bible*. Baltimore: Helicon Press. Pp. 111. \$2.95.

Gilson, Etienne. *Reason and Revelation in the Middle Ages*. New York: Charles Scribner's Sons. Pp. 114. \$1.25.

Johnston, Leonard. *Witnesses to God*. New York: Sheed and Ward. Pp. 174. \$3.50.

Jourdan, SS.CC., Vital. *The Heart of Father Damien 1840-1889*. Trans. Rev. Francis Larkin and Charles Davenport. New York: Golden Press, Inc. Pp. 500. \$1.25.

Laird, Donald A., and Laird, Eleanor. *Practical Business Psychology*. New York: Gregg Publishing Division, McGraw-Hill Book Co., Inc. Pp. 442. \$5.75.

Magner, James A. *The Art of Happy Marriage*. New York: Golden Press, Inc. Pp. 276. \$0.95.

Niebuhr, Reinhold. *Beyond Tragedy. Essays on the Christian Interpretation of History*. New York: Charles Scribner's Sons. Pp. 306. \$1.45.

Niebuhr, Reinhold. *Moral Man and Immoral Society. A Study in Ethics and Politics*. New York: Charles Scribner's Sons. Pp. 284. \$1.45.

Tillich, Paul. *The Shaking of the Foundations*. New York: Charles Scribner's Sons. Pp. 186. \$1.25.

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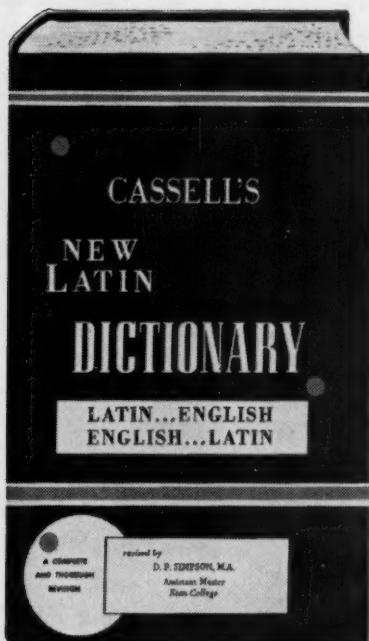
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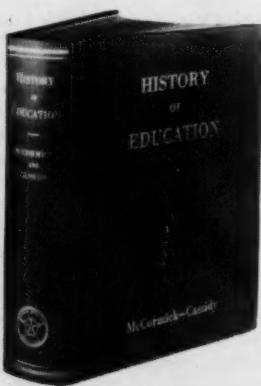
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